DOCUMENT RESUME

ED 132 530 CS 003 087

TITLE	Reading Achievement Task Force. Final Report.
INSTITUTION	West Virginia State Dept. of Education, Charleston.
PUB DATE	Nov 75
NOTE	136p.; Presented as a paper at the Annual Meeting of the International Reading Association Southeastern Regional Conference (4th, Jacksonville, Florida, February 18-21, 1976)
EDRS PRICE	MF-$0.83 HC-$7.35 Plus Postage.
DESCRIPTORS	*Basic Skills; Elementary Secondary Education; Parent Participation; Program Development; *Reading Achievement; *Reading Development; *Reading Improvement; *Reading Programs; State Programs; State Standards; Teacher Certification
IDENTIFIERS	West Virginia

ABSTRACT

In June 1975, a reading-achievement task force was commissioned to produce a plan for improving reading achievement in West Virginia. This report describes the background and method of work adopted by the task force and presents a detailed set of objectives as a framework for action to improve reading achievement in the state. The objectives focus on establishing the teaching of reading and other basic communication skills as a priority in elementary schools, developing procedures which will insure the implementation of teaching practices which concentrate in these areas, providing programs for parents to clarify their role in developing and supporting reading skills, revising training and certification standards for kindergarten through eighth grade, and facilitating and disseminating research related to reading achievement in the state. Each objective is accompanied by a detailed list of steps in implementation, specification of responsible agency, and budget objectives. Appendixes provide further information on reading achievement in the state, methods of work adopted by the task force, and data collected and analyzed for the study. (AA)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED132530

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

READING ACHIEVEMENT TASK FORCE

Daniel B. Taylor, State Superintendent of Schools

CS 003 087

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
West Virginia Dept. of Education
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER

FINAL REPORT

READING ACHIEVEMENT TASK FORCE

presented to

Dr. Daniel B. Taylor
State Superintendent of Schools

October 6, 1975

Revised November, 1975

The Task Force wishes to extend thanks to the many people across the State who have contributed to the development of this report, especially those members of the West Virginia Department of Education who provided much of the data on which the report is based and who advised the Task Force on process. Special thanks is offered to Mr. Charles Duffy, Dr. Philip Thornton, and Dr. Phil Suiter for their able assistance. Recognition is also given to the secretarial staff of the Bureau of Learning Systems who so ably served the Task Force.

Reading Achievement Task Force

TABLE OF CONTENTS

	Page
INTRODUCTION	1
POSITION STATEMENT	3
OBJECTIVES	13
APPENDIX I	34
State Test Scores General	35
Schools with Low Achieving Students, Grade 3	37
Schools with High Achieving Students, Grade 3	38
Schools with Low Achieving Students, Grade 6	39
Schools with High Achieving Students, Grade 6	40
Reading Grade 3 - 1974-75	41
Reading Grade 6 - 1974-75	42
Reading Grade 9 - 1974-75	43
Reading Grade 11 - 1974-75	44
Teaching Principals 1974-75	45
APPENDIX II	46
Summary of Task Force Activities	47
Resource Persons	50
APPENDIX III	51
Schematic of Process	52
Needs Assessment of Process	53
School Reading Program Survey	54
Subcommittee Information Needs	65
APPENDIX IV	71
Preliminary Report of Findings	72
Summary - Opinion Statements	76
Assessed Needs	78
School Profile	82
Related Data from Other Studies	85
APPENDIX V	87
Timeline for Implementing Procedures	88
Budget	89
Budget Footnotes	90
Job Descriptions	92
Organizational chart	99
Outcomes	100

READING ACHIEVEMENT TASK FORCE

Jennie Bechtold, Chairperson	Wood County Schools
Rosemary Coury	Ohio County Schools
Lorraine Goosens	McDowell County Schools
Marjorie Leap	Cabell County Schools
Betty Richards	Harrison County Schools
Mildred Davis	Braxton County Schools
Mabel Dick	Kanawha County Schools
Betty Livengood	Mineral County Schools
Ruth Oliver	Putnam County Schools
Mary Marockie	RESA VI, Wheeling
Ernest Page	Mineral County Schools
Robert Griffis	Cabell County Schools
Thomas Hatcher	West Virginia University
Caroline Neal	West Virginia College of Graduate Studies
Taylor Turner	Marshall University
William Ofsa	Concord College
Jennie Heermans	State PTA
Margaret Baldwin	West Virginia Education Association
Mrs. Mose Boiarsky	Lay Citizen
Wilma Brown	Lay Citizen
Lorena Anderson	State Department of Education
Marjorie Warner	State Department of Education
Philip Thornton	State Department of Education
David Purdy	State Department of Education
Ed Wilson	State Department of Education
Charles Duffy	State Department of Education

READING ACHIEVEMENT TASK FORCE

INTRODUCTION

On June 27, 1975, a Reading Achievement Task Force was commissioned to produce a State plan for improving reading achievement in West Virginia. In his challenge to the Task Force, Dr. Daniel B. Taylor stated that reading achievement, as determined by standardized achievement test scores, is declining nationally and that the pattern of decline is in evidence in the State of West Virginia. Statistical information concerning this decline is summarized and attached as Appendix I.

Dr. Taylor added that programs emphasized by the State in the past several years, such as special education, vocational education, kindergarten, and the new State aid formula, while of great importance, were of no greater significance than the determination to improve the reading achievement of West Virginia students. Dr. Taylor further stated, ". . . we are prepared in the Department of Education to make whatever commitment is necessary to improve reading achievement in the State of West Virginia."

The objective of the Reading Achievement Task Force was outlined in terms of several phases, namely: (a) data collection, (b) data analysis, (c) establishment of objectives and (d) final writing. Appendix II contains a report of the activities of the Task Force in fulfilling these phases of the study. Appendix III delineates the process procedures utilized by the Task Force for the purpose of establishing a base of information from which to determine objectives. Included in this appendix are copies of the questionnaire developed by the Task Force and other informative needs gathering suggestions from Task Force committees. Appendix IV contains the analysis of all data collected for the study, specifically, the report of findings and the statement of needs. The report of findings may be properly interpreted as those statements of fact drawn logically from the data collected or presented to

the Task Force. Each of the statements was considered in terms of implications that might lead to the establishment of needs to be attacked in any plan to improve reading achievement. Needs were identified, categorized, ranked in order of priority, and developed into a plan for improving reading achievement in elementary schools in the State of West Virginia.

POSITION STATEMENT

In February, 1975, the West Virginia Board of Education adopted seventeen goals for public education. Published in a booklet entitled, Educational Goals for West Virginia, the seventeen goals are divided into four priority levels. Only one goal is listed at the priority level 1:

"Each individual shall acquire mastery of the skills needed for reading, writing, speaking, perceiving, and using numbers."

On July 2, 1975, Dr. Daniel B. Taylor, State Superintendent of Schools, addressed the final session at the Annual Superintendent's Conference at Jackson's Mill. He stated:

> "We have, as established by the State Board, a new set of goals. I think they are appropriate for this twenty-five years or for any other twenty-five years. We have a commitment, it seems to me, in that first goal - in that first priority - a new recognition that the basic skills of reading, writing and the understanding of numbers, are the three keys that unlock all the doors of learning.
>
> "We can talk all we want about open or closed classrooms, or vocational education, or all the other problems we face. We can talk about educating so that they are useful and productive citizens so they are economically independent. We can talk about drug education.
>
> "We can talk about educating for the future and those kinds of things, but until and unless we come back to understand that a child who is able to read and write and understand numbers has the greatest gift that we can give him so that he at least has a hope of living in the year 2000 as a useful and productive citizen, we will have failed."

The Task Force, in view of the foregoing statements, and the initial challenge issued by Dr. Taylor, has determined that we, in public education, are at the least inconsistent with carrying out our goals and that we may be conducting preparation programs and imposing conditions upon elementary teachers and students which are actually contradictory to our stated goals and priorities.

The Task Force is aware that enrollment is dropping across West Virginia; teachers have smaller classes; expenditures per pupil have increased beyond the rate of inflation; many low achieving students have been removed from regular classrooms and placed in self-contained special education classes; many remedial

reading teachers are available to provide special reading instruction to low achieving students; pay incentives have raised the level of advanced training of teachers; and yet, reading achievement scores are dropping.

The Task Force accepts the premise that the cause for the existing situations is complex rather than simple and that reading achievement scores are declining; however, the Task Force firmly believes that reading achievement for West Virginia students can and must be improved. The complexity of the problem is emphasized by the interrelatedness of such broad and critical areas in education as curriculum, instruction, organizational/administrative plans and patterns, continuing education and professional preparation of teachers.

The Task Force, after consideration of Dr. Daniel B. Taylor's challenge of developing a State Plan, concluded that in order to improve reading achievement in West Virginia, a thorough analysis of these broad interrelated areas was essential.

After several months of investigation, the Task Force has determined the presence of many needs that relate to reading achievement and, in this document, the Task Force has proposed a program which is designed to improve reading achievement across the State.

The analysis of the data revealed, as indicated previously, many needs. As solutions to the needs were proposed and evaluated, it appeared to the Task Force that the recommendations for improving reading achievement fell into several categories of emphasis, among which are curriculum and instruction, professional education, research, and parent-community involvement. A brief discussion of each area follows:

Research. The proposed program to improve reading achievement of West Virginia students has the potential to enhance all school achievement and it is essential that many publics be kept fully informed of the results of implementation. The publics who need to be informed include, but are not limited to:

1. The Legislature, responsible for appropriating the essential funds.
2. The State Board of Education, responsible for approving the program.

3. The State Superintendent of Schools, responsible for recommending the program.

4. The members of the West Virginia Department of Education, responsible for presenting the program to the school systems and assisting with the implementation thereof.

5. The county educational agencies, responsible for local administration and implementation.

6. The school principals, responsible for improvement of the school reading program.

7. The teachers, responsible for improvement of the students' reading achievement.

8. The students, responsible for utilizing their abilities to the fullest extent.

9. The parents, responsible for providing their children with the support necessary to enter the program in an optimum physical and emotional condition.

Research is the acceptable basis for collecting the necessary data to keep these publics informed.

Research will serve to provide the basic data from which information may be derived relative to the success of the reading program. Interpretive reports drawn from the information and disseminated to the publics will provide the necessary feedback. Such feedback will be necessary in order that each public may determine the usefulness of the instituted reading program relevant to its intended purpose, improvement of reading achievement. Therefore, research is the procedure which will lead to informed decision-making by the publics based upon technically correct information about the reading program.

Professional Education. Professional education begins at the undergraduate level and continues throughout the duration of the professional educator's career. The quality, emphasis, and content of professional education programs shape what happens in the classrooms of the State. The proposed program includes several components for improving professional education and emphasizes changes in undergraduate and graduate teacher preparation, continuing education, and certification patterns. Examples of several recommended changes in professional education follow.

Standards for the Accreditation of Teacher Education Programs in West Virginia states on page 34, in the introduction to Elementary Education certification that:

> "The elementary teacher is expected to possess a broad educational background which encompasses all disciplines relevant to the elementary curriculum. In addition to content, one should possess an indepth understanding of child development, theories of learning, and practices and techniques essential to effective classroom management. It is the teacher's responsibility to integrate these two components of his program into a meaningful learning experience for each child."

This statement of objective for teacher preparation ignores the importance of basic skill teaching but emphasizes the teaching of content. Study of the required semester hours for obtaining a Professional Certificate for Elementary grades 1-6, indicates these courses are required:

Art	4 semester hours
Health, Physical Education and Safety	6 semester hours
Language Arts	9 semester hours (6 in reading)
Mathematics	6 semester hours
Music	4 semester hours
Science	12 semester hours
Social Studies	12 semester hours
Total	53 semester hours

In addition to the 53 hours of Academic Concentration, 40 hours of the General Studies and 20 hours of Professional Education are required. It should be noted that a number of courses in Mathematics, Science, and Social Studies may satisfy the requirements for both the Academic Concentration and the General Studies.

The Professional Education requirement indicates that for Elementary, grades 1-6 certification, a course or module must be taught in each of the content areas which emphasizes methods, materials, and management of that content area. This means that only one course must be acquired in methods, materials and management of Language Arts.

The Task Force believes that this preparation program must be modified if we desire to fulfill the goal of placing first priority on acquisition of skills needed for reading, writing, speaking, perceiving, and using numbers.

The Task Force believes that elementary teachers should be prepared as specialists for teaching communication arts, computation skills, and should be highly trained in teaching strategies, including methods of classroom management, individualized instruction, evaluation of teaching and learning, diagnostic and prescriptive teaching techniques, and philosophy of elementary education.

To support this belief, we point out the apparent inconsistency with our goals and our preparation program for elementary teachers. To receive certification, a teacher must have only 6 semester hours of reading, but earns 12 semester hours in science and 12 semester hours in social studies.

We somehow have moved into the elementary school curriculum, even into the primary grades, an emphasis upon acquisition of knowledge in the content of science and social studies. The difference in teaching a student content knowledge and teaching a student how to learn in a discipline, or how to use the communication skills in the study of a discipline such as science or social studies may be slight but is distinct!

Educators must remember that curriculum content presently included in elementary schools is usually repeated at the junior high school level and is continued or repeated with more depth at the high school level. For example, the social studies curriculum content includes American History at the fifth grade level and treats the subject again at the ninth and tenth grade levels as American Studies. World History is the content of sixth grade social studies. World Geography with a cultural approach is in the seventh grade curriculum and World Cultures is required in the eleventh grade.

Since content of science and social studies is repeated in secondary education, it seems that emphasis should be placed at the elementary level on "how to learn" in the various disciplines. The student should be directed in a purposeful manner to use skills in reading, writing, spelling, speaking, listening, and computing in ways which may be unique to the discipline. Therefore, to better prepare the teacher to

function in this manner, the professional education component of the college training program must emphasize skill teaching in communication arts, skill teaching in basic arithmetic, and in teaching/learning strategies.

The Task Force will recommend in the program section of this report that preparation standards be reviewed and modified. In order to assure clarity in the recommendation, this sample modified program is offered. (Course hours are specified due to the current practices at the college and university level.)

Elementary Education, Grades 1-6

Academic Preparation:

Communication Arts	24 semester hours
Elementary Mathematics	12 semester hours
Using Communication and Computation Skills to Study Science	3 semester hours
Using Communication and Computation Skills to Study Social Studies	3 semester hours
Elementary Art	3 semester hours
Elementary Music	3 semester hours
Health, Physical Education and Safety	3 semester hours
Total	51 semester hours

General Studies (to include courses in Art, Music, U. S. History, World History, and General Science)	40 semester hours
Professional Education	22 semester hours

Curriculum and Instruction. A major concern of the Task Force pertains to elementary curriculum and instruction and its relationship to the goals of teaching basic skills and to the improvement of reading achievement scores. The curriculum represents what is taught in school. Instruction refers to how the curriculum is communicated to the student. It is essential that elementary students learn to read, write, use the English language properly, compute with basic mathematics, and learn how to apply these processes in the various disciplines. In order for this to occur, in the most productive manner, without the efficiency-paralyzing frustration of compressing more and more into the already demanding elementary curricula, drastic measures are required.

In considering these needed emphases for the elementary school, it is imperative that subject matter content emphases at the elementary level be redirected. The importance of communication skills must supersede that of content mastery. Articulation must be smoothly coordinated from level to level and among all existing basic, compensatory, special and enrichment programs regardless of source of funding.

The elementary teacher must approach instruction with a commitment to the priority of teaching communication skills. Appropriate materials of instruction are essential. Classroom teachers must act as coordinators of learning for the students in their charge. They must reinforce and enhance special services rendered, remediation efforts made by resource teachers and/or paraprofessionals. In order to realize the great potential from instructional efforts, teachers must become competent in the development of individualized management systems. In order to improve reading achievement, communication skills in the elementary schools must be taught in all subjects. Using subject material of the social studies, for example, communication skills should be taught as the most important process, with mastery of the content much less important at this level of instruction. As the child matures, he will be exposed to the same content when his cognitive development is such that content mastery is both possible and desirable.

The Standards for Classification of Elementary Schools in West Virginia, Form EC-2, (1974), and the prior edition, EC-1, are currently used to classify elementary schools. Contained in those documents is a list of required subjects for elementary schools. The introduction states that, "...the following subjects shall be taught in elementary schools--Early Childhood through Grade 8--with concepts, skills and experiences designed to meet the needs of each child at his stage of development."

The subjects listed are:

Language Arts	Social Science
Reading	Social Studies (EC-Grade 6)
Spelling	World Regions (Grade 7)
English	Study of West Virginia (Grade 8)
Writing	
Correlated Language Arts[1]	
Science	**The Arts**
Science	Art
Health	Music
Mathematics	**Physical Education**
Mathematics	Physical Education
	Early Childhood Education
	Combined Subjects for Early Childhood Education[2]

In addition, the following optional subjects may be taught:

Applied Music
Applied Art (formerly Handicrafts)
Family Living (formerly Household Arts)
Modern Foreign Language
Technology
The Humanities[3]

[1]Correlated Language Arts may replace two or more separate subjects.

[2]Combined Subjects for Early Childhood Education may replace one or more separate subjects for Early Childhood.

[3]A comprehensive approach at any grade level to the study of man.

The Task Force is concerned that directions from the State level are not specific in designating the relative importance of the subjects. The statement, "... to meet the needs of each child at his stage of development," cannot be enough direction to indicate that the first priority for all students is to acquire basic skills.

The Task Force questions the fact that the State agency has imposed a requirement of teaching physical education to each child 30 minutes each day but leaves to the discretion of each local school system, school, or teacher the task of determining the extent of instruction in all the basic skills.

In addition to required subjects, the State education agency has, in recent years, imposed additional curriculum demands upon elementary teachers. These demands for instructional time frequently stem from various departments within the Stage agency with little or no coordinated effort with those who are responsible for supervision of elementary education. Examples of new curriculum demands are Career Education, Safety Education, Nutrition Education and Drug Education.

Frustration results when teachers are directed to teach these topics, when they are subjected to inadequate preparation for teaching them, when they receive no standard materials or only a nimeographed guidebook; when told to "integrate" these topics into the curriculum; and when already feeling the pressure of teaching all subjects.

The Task Force appreciates the importance of the career, safety, nutrition, and drug education efforts, but feels that they should be properly absorbed or integrated into the regular textbooks rather than depending upon improvisation by teachers.

Parent-Community Involvement. In recent years it has become apparent to educators that the lay public must be actively involved in and share responsibility for the reading achievement progress of all school children. Reading achievement and instruction do not occur only within the confines of the classroom. On the contrary, reading achievement and progress involve all persons who have contact with the child, with the paramount individuals outside the classroom being the child's parents.

The parent and lay public recommendations are designed so that active participation from these individuals and groups can be secured in aiding the school in improving student reading achievement.

The Task Force accepts the fact that quality leadership and competent personnel are required to make a positive impact upon improving reading achievement in West Virginia. An urgent concern, therefore, is to raise the competency level within the educational community to accomplish this charge.

At the school level, the responsibility for providing instruction is with the teacher. The responsibility for providing curricular leadership is with the principal. At the State and county level, the responsibility of coordination and goal direction is with supervisory and administrative personnel. Outside the school, the parent and the lay public are of prime importance. These forces must be in concert and must be united in a mutually supportive effort to produce improved reading achievement in the State of West Virginia.

The Task Force, after consideration of general research, study of West Virginia Department of Education data related to teaching of reading in West Virginia, study of survey results taken from fifty-four West Virginia elementary schools, compilation of opinions presented by representative educators from throughout the State, organization of testimony of staff members of the West Virginia Department of Education, and utilization of expertise of Task Force members, recommends the objectives, contained herein, as the framework upon which to build a comprehensive course of action to improve reading achievement in the State of West Virginia.

OBJECTIVES

Objectives	Implementation	Responsible Agency	Budget Objectives
1.0 Establish in West Virginia elementary schools the priority of teaching reading and the other basic communication skills.	1.1 Proclaim instruction of reading and the other basic communication skills as a priority in West Virginia elementary schools.	S	
	1.1.1 Issue proclamation by West Virginia Board of Education which emphasizes the established priority of teaching basic skills.	S	
	1.1.2 Sponsor joint proclamation by Governor and State Superintendent of Schools in support of established State Board priority.	S	
	1.1.3 Solicit commitment of professional organizations for support of the proclamation.	S/C/R	
	1.1.4 Inform local boards of education and county superintendents of the top level commitment to the priority established.	S	
	1.1.5 Sponsor a workshop for county superintendents which will identify methods through which local education agencies (LEAs) can attain local staff commitment and which will encourage the development of a county plan to promote such commitment.	S	
	1.1.6 Develop and implement a county plan which demonstrates the acceptance of the commitment.	C/L	
	1.2 Establish minimum essential student competencies in reading and the other basic communication skills on the State level for K-8 developmental levels.	S	Employ on State Department level Assistant Director of Reading Services

Agency Key: S = State Department
R = Regional Agency
C = County
L = Local School
HE = Higher Education

Objectives	Implementation	Responsible Agency	Budget Objectives
	1.2.1 Establish a committee of representative qualified individuals to develop the list of competencies.	S	Provide for the cost of developing competencies design
	1.2.2 Survey appropriate State/local agencies and individuals for modifications of the competencies.	S/C	
	1.2.3 Present the revised competencies to the State Board of Education for approval.	S	
	1.3 Determine program goals, objectives, guidelines, and minimum standards for implementing the competencies at the local level.	S	Employ on State Department level: Four State Reading Program Specialists to coordinate State/regional responsibilities
	1.3.1 Define program goals which emphasize continuity in student acquisition of the minimum essential competencies in reading and the other basic communication skills at all levels, particularly at the K-1 level.	S	
	1.3.2 Establish State guidelines for insuring that LEAs provide the vehicle for dialogue and action among all teachers, particularly K-1, concerning program continuity in building the established competencies.	S	
	1.3.3 Develop a comprehensive design which clearly delineates county responsibility for implementation and which provides State Department consultative and financial assistance.	S	
	1.3.4 Set up a team approach through the regional organizational plan and the curriculum council concept from the Comprehensive Educational Program for assisting LEAs in fulfilling responsibilities.	S/R/C	Provide for the cost of additions to regional level employment of: Three Reading Program Specialists to assist LEAs through regional organizational plan

Objectives	Implementation	Responsible Agency	Budget Objectives
	1.3.5 Establish and implement a State monitoring system for assessing the effectiveness of local effort in providing for the development of student reading and the other basic communication skill competencies.	S	Employ on State Department level One Monitoring and Evaluation Specialist
	1.4 Evaluate and redirect State mandated subject matter requirements at the elementary school level.	S	
	1.4.1 Determine extent of State (State Code and/or West Virginia Board of Education) mandated subject matter and State supported subject matter recommendations at the elementary level.	S	
	1.4.2 Develop the rationale for emphasizing reading and the other basic communication skills in elementary schools.	S	
	1.4.3 Redefine State mandated subject matter emphases to reflect the position developed in the rationale.	S	
	1.4.4 Establish new State mandates which delineate an emphasis upon reading and the other basic communication skills in the elementary school curriculum	S	
	1.4.5 Survey appropriate State/local agencies and individuals for comments regarding the proposed changes.	S	Provide funding to pay for cost of survey
	1.4.6 Submit the revised mandated program to the State Board of Education for approval.	S	
	1.4.7 Establish the procedures for implementing the approved mandates.	S	
	1.4.8 Develop a comprehensive design which provides State Department consultative and financial assistance for county implementation of the mandates.	S/L	

Objectives	Implementation	Responsible Agency	Budget Objectives
	1.4.8.1 Set up a team approach through regional organization for assisting LEAs in fulfilling responsibilities.	S/R/L	
	1.4.8.2 Implement mandates in LEAs.	C/L	
	1.4.9 Establish and implement a communication and monitoring system for effecting the mandates.	S/R/C/L	
	1.4.10 Design and implement evaluation procedures for determining the effectiveness of program changes at the local level and the potential need for alternative strategies.	S	
	1.4.11 Disseminate evaluation data to appropriate agencies.	S	
2.0 Develop procedures which will insure implementation of teaching practices that will concentrate on reading and the other basic communication skills.	2.1 Establish and implement a procedure which would insure that the Bureau of Learning Systems approves the implementation of instructional programs which originate in other bureaus to prevent diffusion of reading goals.	S	
	2.1.1 Establish a rationale which will be addressed to other bureau personnel that in order to improve reading achievement all programs involving instruction in public schools will be channeled through the Bureau of Learning Systems.	S	
	2.1.2 Establish organizational procedures through which the Bureau of Learning Systems will have the opportunity to approve or disapprove additional instructional programs that are to be placed in the elementary school curriculum that have originated in other bureaus of the State Department of Education.	S	

Objectives	Implementation	Responsible Agency	Budget Objectives
	2.1.3 Present organizational procedures to the State Superintendent of Schools.	S	
	2.1.4 Disseminate procedural information to all bureaus.	S	
	2.1.5 Monitor the implementation of procedures to assess the effectiveness of the plan.	S	
	2.2 Clarify and develop program organization and teaching objectives for the communication skills in K-8.	S	
	2.2.1 Clarify the term Early Childhood Education so that it is an all inclusive term in its definition of programs for children 3-8 years of age rather than used in reference to programs for kindergarten children only.	S	
	2.2.2 Define general program goals which will foster developmental continuity in student acquisition of communication skills at K-8 levels with an added emphasis on K-1.	S	
	2.2.3 Establish a State mandated reading curriculum requirement for seventh and eighth grade students.	S	
	2.2.4 Set up a team approach through regional organization to provide consultative services on a regional and local basis for the definition of communication skills objectives and continuity of program organization of K-3 at the LEA level.	S/R/L	
	2.2.4.1 Include the utilization of locally adopted reading materials and supplementary materials.		
	2.2.4.2 Establish and implement a monitoring system for assessing the effectiveness of State and local efforts in providing for the definition and program organization for achieving student communication competencies.		

Objectives	Implementation	Responsible Agency	Budget Objectives
	2.3 Activate the curriculum council concept to insure input from instructional, administrative, and supervisory staff, board of education members and lay persons at the State and local level.	S	Provide funding to pay for work shops and continuing extra pay for curriculum council members
	2.3.1 The Bureau of Learning Systems will establish procedures that will activate the curriculum council concept similar to the Comprehensive Educational Program at the State and local level, and make any structural adaptations necessary to meet the goal of improving reading achievement in the State.	S	
	2.3.2 Implement regional workshops with consultative services which will aid LEAs in establishing curriculum councils and utilizing the council services to their ultimate potential.	S/R	
	2.3.3 Implement procedures at the local level which will inform total county staffs about the curriculum council concept.	C	
	2.3.4 Formulate an appropriate mechanism for evaluating the curriculum council outcomes.	S	
	2.4 Establish a structure through which the State Department of Education and the LEAs can provide qualified reading personnel to coordinate and supervise local reading programs.	S	Provide funding for employment at county level of: Reading/ Language Arts Coordinator
	2.4.1 Develop basic criteria for designating personnel to serve in leadership capacities for the improvement of reading achievement in the State.	S	
	2.4.2 Design and conduct a comprehensive survey to collect data concerning the number of local and/or regional trained personnel necessary to provide coordination and/or supervisory services for LEAs.	S	

Objectives	Implementation	Responsible Agency	Budget Objectives
	2.4.3 Design a new State mandate which would provide trained reading personnel at local and/or regional levels.	S	
	2.4.4 Present the proposed mandate to the State Board of Education for approval.	S	
	2.4.5 Determine the goals, objectives, guidelines within essential standards, and funding necessary for the ongoing implementation of the new mandate.	S	
	2.4.6 Establish a monitoring system for effecting the approved mandate.	S	
	2.4.7 Design and implement evaluative procedures for determining the progress effectiveness of the personnel and the program changes at the local level.	S	
	2.5 Provide all schools with supervising principals who are skilled in organizing and directing reading programs.	S	Provide funding for filling teaching positions vacated through addition of supervising principals
	2.5.1 Develop a rationale for providing schools with supervising principals who are skilled in organizing and directing reading programs.	S	
	2.5.2 Determine objectives, guidelines, goals, and minimum standards for program implementation at the State and local level.	S	
	2.5.3 Design and conduct an assessment of staffing needs at the local level.	S/C	
	2.5.4 Establish new mandates which delineate provisions for the employment of supervising principals in all schools.	S	

Objectives	Implementation	Responsible Agency	Budget Objectives
	2.5.5 Develop a comprehensive design which clearly delineates county responsibilities for implementation of the mandate and which provides for financial support at the local level for this implementation.	S	
	2.5.6 Establish and implement a State monitoring system to determine if LEAs have complied with the mandate and the effectiveness of the compliance on reading achievement.	S	
	2.6 Assure that in teacher placement there is a balance of experienced and probationary teachers within any given school.	S/C	
	2.6.1 The Bureau of Learning Systems will utilize instructional and additional data collected by the Bureau of Planning, Research and Evaluation, to survey and collect data concerning the need for a balance of experienced and probationary teachers within any given school.	S	
	2.6.2 Design a new State mandate which would provide for school staffs that have a balance of experienced and probationary teachers.	S	
	2.6.3 Present the new mandate to the State Board of Education for approval.	S	
	2.6.4 Determine the goals, objectives and guidelines with minimum standards for implementation of the new mandate.	S	
	2.6.5 Establish a monitoring system for evaluating the implementation of the approved mandate.	S	

Objectives	Implementation	Responsible Agency	Budget Objectives
	2.6.6 Design and implement evaluative procedures to determine the program's effectiveness of the personnel changes at the local level in relation to improved reading achievement of students.	S	
	2.7 Develop and implement a continuing education requirement for the purpose of maintaining teaching proficiency in reading and the other basic communication skills.	S	Employ on State Department level: One Continuing Education Specialist
	2.7.1 Assess current State Code and/or interpretations thereof, relevant to teacher compensation for course work beyond undergraduate level.	S	
	2.7.2 Develop rationales for legislation which would permit teachers to receive compensation for participation within a continuing education program, said compensation to explore various forms which may include, but are not limited to: stipend, payment of cost, salary classification, certificate renewal and compensatory time.	S	
	2.7.3 Propose legislation which will permit teachers to receive some form of compensation for participation in continuing education programs.	S	
	2.7.3.1 Design legislation for submittal to the appropriate committees of the West Virginia Legislature which includes explicit definition of the term "continuing education"; explicit definition of the manner in which said forms of compensation for continuing education programs may be granted; regulations which define the essential criteria to be met by participants before said compensation is	S	

Objectives	Implementation	Responsible Agency	Budget Objectives
	granted; and provisions which establish within the West Virginia Board of Education authority to request specific exigency training.		
	2.7.4 Design a comprehensive plan for continuing education differentiated to meet the needs of beginning teachers, tenured teachers and principals which will include:	S	
	2.7.4.1 Organizational development and/or maintenance of exemplary instructional procedures in reading and the other basic communication skills.		
	2.7.4.2 Methods for providing continuing education programs to LEAs which, through a cooperative approach, utilizes State Department of Education, State colleges, universities, community colleges, RESAs, LEA personnel, Federal agencies and consultant services to meet the identified needs in reading and the other basic communication skills.		
	2.7.5 Implement the continuing education program.	S	Fund cost of implementation
	2.8 Establish a structure for implementing the school and classroom organizational patterns that best meet the needs of specified groups of teachers and students.	S	
	2.8.1 Determine through a complete analysis of findings conducted by the Bureau of Planning, Research and Evaluation the school and classroom organizational and staffing patterns that best meet the needs of specified groups of teachers and students.	S/C	

Objectives	Implementation	Responsible Agency	Budget Objectives
	2.8.2 Disseminate findings to regional and county agencies.	S	
	2.8.3 Provide consultative services and staff development on a regional and/or local basis for matching the organization and staffing patterns with the needs of specified groups of teachers and students.	S/R	
	2.8.4 Provide a monitoring system to evaluate the effectiveness of the organizational and staffing patterns.	S	
	2.8.5 Develop evaluation procedures for determing reading improvement as the result of new organizational patterns.	S	
	2.8.6 Disseminate findings for the purpose of program improvement.	S	
	2.9 Establish a structure for the classroom teacher to utilize all potential resources to provide developmental, corrective, and/or remedial programs for students.	S/C/L	
	2.9.1 Identify all resources available to assist the classroom teacher.	C/L	
	2.9.2 Provide staff development for training classroom teachers and resource personnel to function cooperatively in planning, teaching and evaluation procedures.	S/R/C/L	
	2.9.2.1 Conduct a study of and revise ESEA Title I State guidelines to permit participation of <u>all</u> personnel in staff development programs (funded by ESEA Title I) which are designed to provide training in intervention techniques for use with identified eligible Title I students.	S	

Objectives	Implementation	Responsible Agency	Budget Objectives
	2.9.2.1.1 Determine degree of limitation imposed upon the State through HEW ESEA Title I regulations regarding joint LEA and Title I participation in staff development.	S	
	2.9.2.1.2 Establish a means through which LEAs may provide input to State Department ESEA Title I personnel for the explicit purpose of altering, or eliminating, current restrictive HEW ESEA Title I guidelines regarding joint Title I and LEA participation in staff development.	S	
	2.9.2.1.2.1 Provide a definitive interpretation of the procedures which are used by HEW to establish said regulations.		
	2.9.2.1.2.2 Provide a definitive analysis of the Federal law establishing ESEA Title I programs and the subsequent HEW interpretations of said law which permits said regulations to be established.		

Objectives	Implementation	Responsible Agency	Budget Objectives
	2.9.2.1.2.3 Provide a guide defining explicit procedures which LEAs may use for the purpose of submitting to the State ESEA Title I office suggestions directed toward the establishing of guidelines, Federal and/or State, which are compatible with LEA stated educational goals.		
	2.9.2.1.3 Develop, as an integral component of the State ESEA Title I guidelines, a requirement that all participating LEAs will contain staff development segments in their local projects which are designed to include topics and/or techniques compatible with needs as identified by LEA Title I projects; and provisions permitting classroom teachers responsible for daily instruction of identified Title I students to participate in staff development designed for Title I personnel.	S	
	2.9.3 Declare the classroom teacher as the manager of all reading services of the designated class enrollment.	S/C	
	2.9.4 Provide planning time for classroom teachers and identified resource personnel with the State Department of Education financing options which may include, but are not limited to:	S/C	Provide funding for additional personnel, compensatory time, or any other options

Objectives	Implementation	Responsible Agency	Budget Objectives
	2.9.4.1 Additional personnel permitting flexibility in staff utilization.		
	2.9.4.2 Extended time with compensation.		
	2.9.4.2.1 Define a teacher work day and an instructional day.		
	2.9.4.3 Means for utilizing various organizational patterns which permit flexibility in staff utilization.		
	2.9.4.4 Release time for teachers.		
	2.10 Provide reading materials and establish optimal location for maximal use within a school.	S/C	
	2.10.1 Assess availability of materials at the LEA level.	C/L	
	2.10.2 Use results of Title II survey to determine schools' needs for additional materials in reading.	C/L	
	2.10.3 Relocate materials to achieve most appropriate use.	C/L	
	2.10.4 Identify models to provide maximal use of materials.	C/L	Provide funding for reading related materials
	2.10.5 Establish a plan to provide funding on an equitable basis to all counties for use in purchasing reading related materials.	C/L	
	2.11 Establish management systems to assure attainment by each student of the minimum essential competencies in reading and the other basic communication skills.	C/L	
	2.11.1 Assess the reading abilities of students at the local school level.	C/L	

Objectives	Implementation	Responsible Agency	Budget Objectives
	2.11.2 Compare assessment of individual students.	C/L	
	2.11.3 Use and evaluate the cross-reference system between basal and minimum essential competencies to develop the reading programs for individual student(s).	C/L	
	2.11.4 Design and implement programs to meet the needs of individual students in assuring the attainment of minimum essential general competencies.	L	
	2.11.5 Design and institute programs for individual students which will extend beyond minimum essential general competencies in reading skills to the maximum level expected according to ability and interest.	L	
	2.12 Identify techniques, materials, and methods which motivate student participation in the use of independent reading.	L	
	2.13 Utilize available data from the State-County Testing Program to assess desired competencies identified by the State, county and/or school.	C/L	
	2.13.1 Develop and implement county curriculum procedures to identify which established instructional competencies are being measured by the test.		
	2.13.2 Conduct analyses of the item data returned to the counties and schools to assess attainment of established instructional competencies.		

Objectives	Implementation	Responsible Agency	Budget Objectives
3.0 Provide educational programs which may be utilized by the parent-community for the purpose of becoming knowledgeable regarding the development of reading skills in children.	3.1 Develop and implement adult education and college courses which may be utilized by the parent-community for the purpose of: providing parents with understandings of the parental role in developing pre-reading skills in children, providing parental awareness of the means through which parents can supplement the development of reading skills during the formalized schooling of children, and providing parents with information of resources available from educational and community agencies when children encounter reading and/or learning disabilities.	S	
	3.1.1 Design a plan of dissemination which would advise LEAs of the programs available for parents.	S	Provide funding for cost of information dissemination
	3.1.2 Provide for dissemination of said information on a Statewide basis through LEAs.	S	
	3.1.3 Provide for dissemination of said information through other agencies.	S	
	3.1.4 Develop a public information campaign to encourage parents to attend courses.	S	Provide funding for cost of public information campaign
	3.2 Develop and implement units of study for inclusion in junior and senior high school home economics, health and family living courses which would emphasize the importance of developing reading skills in child rearing practices.	S/C	
	3.3 Encourage State and local PTA's to conduct parent seminars focusing upon the reinforcing of reading skills developed in schools.	S/R/C	

Objectives	Implementation	Responsible Agency	Budget Objectives
4.0 Revise standards for training and certifying K-8 personnel	4.1 Revise the composition of the West Virginia Advisory Council on Teacher Education and Professional Standards to include a more uniform balance of representation from curriculum areas.	S	
	4.1.1 Devise a structure through which equitable representation can be facilitated.	S	
	4.1.2 Establish criteria for membership selection to provide a more equitable balance of representation of the basic skills area, namely; Reading/Language Arts, to include persons with competency in these areas.	S	
	4.1.3 Establish a rotation system which will maintain continuity of the Council structure in relationship to the basic skills areas.	S	
	4.2 Revise the composition of the West Virginia Advisory Council on Teacher Education and Professional Standards to include an equal balance of representation from the public schools and the colleges and universities.	S	
	4.2.1 Devise a structure through which equitable representation can be facilitated.	S	
	4.2.2 Establish criteria for membership selection to provide a more equitable balance of representation from the public schools and the colleges and universities.	S	
	4.2.3 Establish a rotation system which will maintain continuity of the Council structure in relationship to representation from public schools, the colleges and universities.	S	

Objectives	Implementation	Responsible Agency	Budget Objectives
	4.3 Study and revise the undergraduate teacher preparation program.	S/HE	
	4.3.1 Develop a written statement of competencies for the teaching of reading and the other basic communication skills.	S/HE	
	4.3.2 Develop comprehensive teacher preparation programs for the acquisition of competencies in teaching reading and the other basic communication skills for all teachers certified to teach pupils at or below grade eight.	HE/S	
	4.3.3 Develop instruments to evaluate teacher competencies in the teaching of reading and the other basic communication skills prior to certification.	HE/S	
	4.3.4 Evaluate the present nine hour reading/language arts State certification requirement for undergraduate teacher preparation.		
	4.3.5 Establish competency based requirements for periodic renewal of professional certification which shall provide for coordination with a continuing education program; coordination with an intern staffing pattern for new teachers; coordination with needs as defined by LEAs and/or local constituent students; and coordination with Higher Education and county personnel departments in identifying criteria for courses in teaching reading and the other basic communication skills which are acceptable for renewal.	HE/C	
	4.3.6 Establish, design, and implement procedures for an "intern" staffing pattern to be used with new teachers in an LEA.	S	

Objectives	Implementation	Responsible Agency	Budget Objectives
	4.3.6.1 Design a comprehensive plan through cooperation with representatives of the State Department, LEAs, and teacher education institutions which establishes an "intern" staffing pattern for new teachers.	S	Provide funding for line item to pay for cost of designing plan
	4.3.6.1.1 Identify competency-based criteria to be achieved by the new teacher during the term of the program which includes proficiency in teaching reading and the other basic communication skills.		
	4.3.6.1.2 Establish standards for selection of the supervising staff.		
	4.3.6.1.3 Determine compensation for the supervisory staff.		Provide funding for compensation
	4.3.6.1.4 Develop an evaluation instrument based upon the identified competency-based criteria which shall be used by the supervisory staff for the term of the program.		Provide funding for developing, printing, and distributing instrument
	4.3.6.1.5 Develop procedures for evaluation which establish a minimum number of observations and conferences to be conducted with the new teacher by the supervisory staff, the school principal and the recommending teacher education institution.		

Objectives	Implementation	Responsible Agency	Budget Objectives
	4.3.6.1.6 Develop procedures for disseminating the outcomes of the "intern" staffing program to teacher education institutions responsible for preparation standards and LEA administrative staff responsible for personnel records.		
	4.3.6.2 Define procedures which will accommodate revisions of competencies or program standards to meet needs as defined by LEAs and/or local constituent students.		
	4.3.7 Delete the National Teachers Examination as an acceptable form of certification for teachers in the elementary school.	S	
	4.3.8 Evaluate appropriateness of permit licensure (substandard certification) in terms of the teaching of reading and the other basic communication skills.	S	
	4.4 Improve State Department of Education system of monitoring teacher preparation programs and evaluating standards.		
	4.4.1 Establish procedures through which the Coordinator of Teacher Preparation for the State Department of Education can coordinate and monitor the quality of preparation programs for teaching reading and the other basic communication skills.	S	
	4.4.2 Establish a feedback system by which the Coordinator of Teacher Preparation for the State Department of Education provides information concerning the quality of teacher preparation programs for teaching reading and the other basic communication skills to the college and to the Bureau of Learning Systems.	S/HE	

Objectives	Implementation	Responsible Agency	Budget Objectives
5.0 Facilitate, coordinate and disseminate assessment, evaluation and research related to reading achievement in West Virginia.	5.1 Design and conduct a comprehensive evaluation and a needs assessment of reading achievement, services, and programs in West Virginia.	S	
	5.1.1 Identify the needed reading related data for West Virginia.		
	5.1.2 Develop descriptions of exemplary reading programs and services, either in operation in West Virginia or in other states, and disseminate such information to local school systems.		
	5.2 Evaluate experimental projects and report the results to local school systems, university and college reading personnel, and other interested individuals.	S	
	5.3 Reassess State reading needs and publish the results.	S	
	5.4 Convene an annual conference to disseminate assessment, evaluation and research information related to reading programs.	S	
	5.5 Evaluate federally funded reading programs in West Virginia.	S	
	5.5.1 Conduct an independent annual evaluation of Title I programs in West Virginia to determine the impact of Title I programs on reading achievement and to determine the student population which would most benefit from Title I programs.		
	5.5.2 Conduct an independent annual evaluation of other ESEA programs which have objectives related to reading and the other basic communication skills.		

APPENDIX I

STATISTICAL INFORMATION

STATE TEST SCORES - GENERAL

STATE TEST SCORES-

SCHOOLS WITH LOW ACHIEVING STUDENTS

SCHOOLS WITH HIGH ACHIEVING STUDENTS

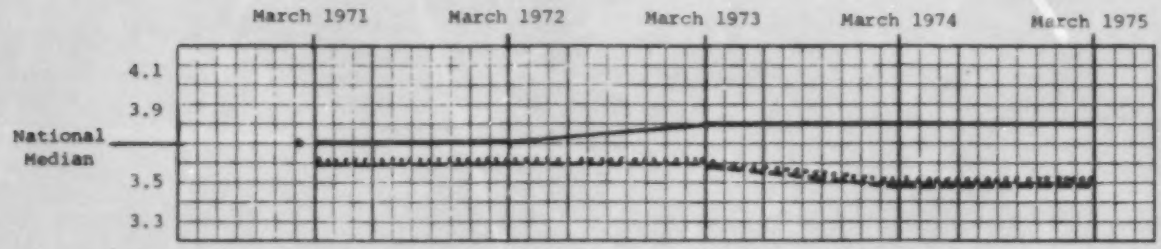
STATE EC-1 INFORMATION RE: TEACHING PRINCIPALS

TEST SCORES REPORTED BY GRADE

FOR SCHOOL YEARS 1970-71 THROUGH 1974-75

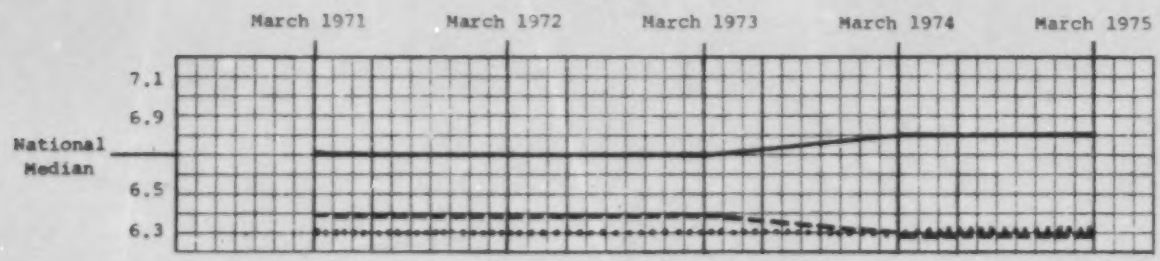
——— Non Verbal Ability
····· Verbal Ability
– – – – Basic Skills

GRADE 3

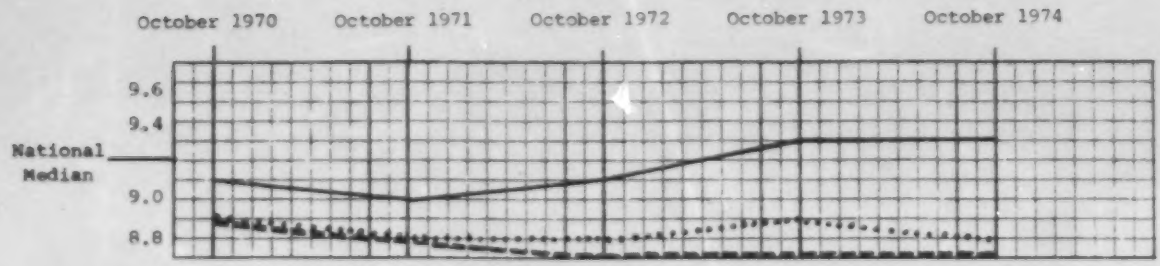


* Grade three Non Verbal Ability Scores taken from new norms received from STS, June 12, 1974

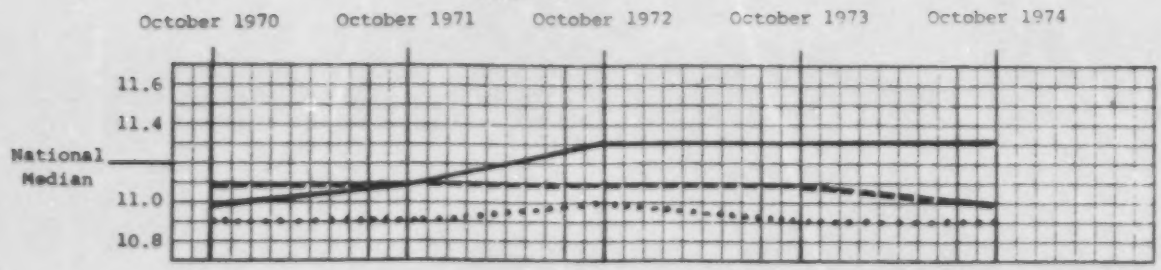
GRADE 6



GRADE 9



GRADE 11



STUDENT PERFORMANCE

from

West Virginia State-County Testing Program - 1974-75

SCHOOL MEAN SCORES

Grade	Non-Verbal Mean	Non-Verbal Range	Verbal Mean	Verbal Range	Reading Mean	Reading Range
3	3.9	2.2 - 5.8	3.4	1.9 - 5.3	3.4	2.1 - 4.7
6	6.7	5.0 - 8.1	6.1	4.8 - 7.3	6.2	4.7 - 8.3
9	9.2	7.6 - 10.3	8.7	7.6 - 10.0	8.8	8.1 - 9.9
11	11.2	10.5 - 12.2	10.8	10.1 - 12.4	11.2	10.5 - 12.8

GRADE 3

*SCHOOLS WITH LOW ACHIEVING STUDENTS

	Non-Verbal Mean	Non-Verbal Range	Verbal Mean	Verbal Range	Reading Mean	Reading Range
School Mean	3.893	3.2 - 5.2	3.187	2.8 - 4.2	3.147	2.6 - 4.0
10th %ile	2.74	2.3 - 4.3	1.92	1.7 - 2.4	2.22	1.8 - 3.1
25th %ile	3.15	2.7 - 4.5	2.59	2.0 - 3.2	2.56	2.2 - 3.5
50th %ile	3.79	2.9 - 5.2	3.12	2.5 - 4.5	3.01	2.4 - 3.7
75th %ile	4.84	4.0 - 5.7	3.84	2.9 - 5.3	3.93	3.3 - 4.4
90th %ile	5.42	4.8 - 6.0	4.65	3.9 - 5.8	4.49	3.9 - 5.1

*Selected schools used in Task Force Study

GRADE 3

*SCHOOLS WITH HIGH ACHIEVING STUDENTS

	Non-Verbal Mean	Non-Verbal Range	Verbal Mean	Verbal Range	Reading Mean	Reading Range
School Mean	3.287	2.7 - 3.8	3.880	3.3 - 4.6	3.987	3.5 - 4.6
10th %ile	2.318	1.6 - 2.7	2.573	1.8 - 3.0	2.782	2.2 - 3.3
25th %ile	2.927	2.4 - 2.9	3.136	2.7 - 3.7	3.391	2.7 - 3.9
50th %ile	3.118	2.6 - 4.0	3.873	3.2 - 4.7	4.000	3.6 - 4.7
75th %ile	3.927	2.9 - 5.2	4.636	3.9 - 5.8	4.464	4.0 - 5.0
90th %ile	4.727	3.2 - 5.7	5.173	4.5 - 6.4	4.964	4.4 - 5.7

*Selected schools used in Task Force Study

GRADE 6

*SCHOOLS WITH LOW ACHIEVING STUDENTS

	Non-Verbal Mean	Non-Verbal Range	Verbal Mean	Verbal Range	Reading Mean	Reading Range
School Mean	6.91	6.0 - 7.4	5.89	5.0 - 6.6	5.69	4.9 - 6.1
10th %ile	5.93	4.8 - 6.7	4.70	4.3 - 5.3	4.55	4.1 - 5.1
25th %ile	6.25	5.2 - 6.8	5.36	4.5 - 6.3	5.07	4.3 - 5.7
50th %ile	6.74	6.1 - 7.3	5.93	4.9 - 6.9	5.76	5.1 - 6.3
75th %ile	7.63	6.5 - 8.9	6.48	5.5 - 7.5	6.44	5.2 - 7.1
90th %ile	8.30	6.9 - 9.1	7.00	5.9 - 7.7	7.03	5.7 - 8.1

*Selected schools used in Task Force Study

GRADE 6

*SCHOOLS WITH HIGH ACHIEVING STUDENTS

	Non-Verbal Mean	Non-Verbal Range	Verbal Mean	Verbal Range	Reading Mean	Reading Range
School Mean	6.636	5.7 - 7.1	6.436	5.8 - 6.8	7.190	6.2 - 8.3
10th %ile	5.564	4.2 - 6.3	5.500	4.3 - 6.1	5.900	4.5 - 7.5
25th %ile	6.045	5.5 - 6.5	5.882	4.8 - 6.5	6.409	5.3 - 7.9
50th %ile	6.582	5.9 - 7.1	6.345	5.9 - 6.9	7.171	6.1 - 8.4
75th %ile	7.127	6.1 - 7.8	6.936	6.4 - 7.5	7.945	7.0 - 8.8
90th %ile	7.873	6.3 - 9.3	7.582	6.8 - 8.5	8.527	7.8 - 9.3

*Selected schools used in Task Force Study

READING Grade 3 - 1974-75

Item Analysis Breakdown by Item Content

MAIN IDEAS		FACTS		INFERENCES	
Item #	Percent Correct NAT'L. minus W.Va.	Item #	Percent Correct NAT'L. minus W.Va.	Item #	Percent Correct NAT'L. minus W.Va.
5	15	1	- 2	4	6
6	********** 5	2	2	9	++++++++ - 2
10	++++++++++ 6	3	- 3	19	6
11	8	7	3	24	1
15	********** 21	8	1	26	14
16	15	12	13	28	9
20	26	13	5	29	3
25	15	14	1	34	9
30	15	17	1	37	7
31	4	18	********** 10	43	11
35	********** 4	21	2		
36	4	22	6		
40	********** 11	23	11		
41	5	27	2		
50	6	32	12		
		33	7		
		38	3		
		39	********** 17		
		42	3		
		44	6		
		45	8		
		46	3		
		47	4		
		48	3		
		49	6		

********* Remained the same (6)
+++++++++ Improved 1974-75 over 1970-71 (2)

Those not marked declined 1974-75 from 1970-71 (42)

READING Grade 6 - 1974-75

Item Analysis Breakdown by Item Content

MAIN IDEAS		VOCAB IN CONTEXT		FACTS		INFERENCES	
	Percent Correct		Percent Correct		Percent Correct		Percent Correct
Item #	NAT'L. minus W.Va.	Item #	NAT'L. minus W.Va.	Item #	NAT'L. minus W.Va.	Item #	NAT'L. minus W.Va.
1 +++++++++	- 2	5	- 2	2	- 3	7 **********	0
12	2	6	0	3	- 8	8 *********	- 8
13	-11	19	- 3	4	2	9 **********	10
24	- 7	20 ++++++++	- 1	10 **********	8	14	10
25	-10	21	- 1	11 ++++++++++	3	18	13
36	10	29	15	15	- 5	23	- 8
37	17	30	-14	16	0	34	5
48 *********	13	31	-10	17	- 8	35 **********	2
60 *********	14	32	- 4	22	- 1	38	9
		43	4	26	-10	41 **********	8
		44	12	27	- 5	49	24
		51	12	28	7	59 +++++++++	12
		52	14	33	7		
				39	8		
				40	10		
				42	5		
				45	18		
				46	15		
				47	19		
				50 *********	18		
				53	16		
				54	13		
				55	12		
				56	13		
				57	11		
				58 **********	16		

********* Remained the same (10)
+++++++++ Improved 1974-75 over 1970-71 (4)

Those not marked declined 1974-75 from 1970-71 (46)

READING Grade 9 - 1974-75

Item Analysis Breakdown by Item Content

MAIN IDEAS		VOCAB IN CONTEXT		FACTS		INFERENCES	
Item #	Percent Correct NAT'L. minus W.Va.	Item #	Percent Correct NAT'L. minus W.Va.	Item #	Percent Correct NAT'L. minus W.Va.	Item #	Percent Correct NAT'L. minus W.Va.
1	13	4	9	6	10	2	11
11	3	5	8	7	9	3	********** 5
12	********** 11	18	11	14	10	8	7
21	7	24	15	15	12	9	12
32	7	25	4	16	3	10	8
42	9	38	11	19	********** 8	13	14
53	********** 9	49	18	22	7	17	8
54	12	50	9	23	10	20	8
64	********** 10	59	7	27	6	26	7
75	5	60	10	30	********** 5	28	8
		61	5	31	4	29	9
		62	++++++++++ 4	34	8	33	9
		63	12	35	11	36	11
		68	++++++++++ 10	39	9	37	11
				40	9	41	++++++++++ 11
				45	9	43	1
				46	3	44	7
				48	4	47	9
				51	5	56	********** 8
				52	5	57	11
				55	8		
				58	8		
				65	11		
				66	++++++++++ 9		
				67	********** 9		
				69	++++++++++ 11		
				70	********** 11		
				71	++++++++++ 9		
				72	********** 11		
				73	++++++++++ 9		
				74	********** 7		

********* Remained the same (11)
+++++++++ Improved 1974-75 over 1970-71 (?)

Those not marked declined 1974-75 from 1970-71 (57)

READING Grade 11 - 1974-75

Item Analysis Breakdown by Item Content

MAIN IDEAS		VOCAB IN CONTEXT		FACTS		INFERENCES	
	Percent Correct		Percent Correct		Percent Correct		Percent Correct
Item #	NAT'L. minus W.Va.	Item #	NAT'L. minus W.Va.	Item #	NAT'L. minus W.Va.	Item #	NAT'L. minus W.Va.
12	5	7	- 5	1	4	5	3
13	4	8 ++++++++++++	9	2	- 1	9 ++++++++++	4
24 .	4	14	- 3	3	4	10 **********	3
34 **********	0	15 ++++++++++++	5	4	5	11	1
44	1	16 **********	- 8	6 **********	2	21 **********	5
55	1	27	3	17	3	22 ++++++++++	1
56	0	28 +++++++++	- 2	18 *********	- 2	23	0
66 ++++++++++	0	29	9	19	- 3	25 ++++++++++	10
75 ++++++++	- 3	38	3	20 *********	- 1	26 ++++++++++	8
		39	3	30	5	33	11
		52 **********	3	31	7	36	5
		53	4	32 **********	7	37	6
		60 +++++++++	- 2	35	- 1	45	2
		61 **********	0	40 **********	5	48 **********	0
		74 +++++++++	- 2	41	1	51 **********	2
				42	0	58 ++++++++	- 2
				43	0	69 ++++++++++	1
				46	1	70 ++++++++	- 1
				47	3		
				49	- 2		
				50 **********	3		
				54	3		
				57 ++++++++++	1		
				59 ++++++++++	0	********* Remained the same (15)	
				62 ++++++++++	0	+++++++++ Improved 1974-75 over 1970-71 (22)	
				63 ++++++++++	2		
				64 **********	2	Those not marked declined 1974-75 from 1970-71 (38)	
				65	1		
				67	- 1		
				68 ++++++++	- 3		
				71 ++++++++++	0		
				72 ++++++++	- 3		
				73 ++++++++	- 1		

TEACHING PRINCIPALS 1974-75

	NO. OF SCHOOLS			NO. OF SCHOOLS	
BARBOUR	4	(113)	MINGO	12	(174)
BERKELEY	1	(109)	MONONGALIA	10	(140)
BOONE	6	(188)	MONROE	1	(104)
BRAXTON	4	(204)	MORGAN	3	(168)
BROOKE	2	(145)	McDOWELL	5	(104)
CABELL	11	(199)	NICHOLAS		
CALHOUN			OHIO		
CLAY	8	(137)	PENDLETON	1	(149)
DODDRIDGE	9	(145)	PLEASANTS		
FAYETTE	12	(211)	POCAHONTAS		
GILMER			PRESTON	1	(40)
GRANT	2	(110)	PUTNAM	2	(163)
GREENBRIER	1	(64)	RALEIGH	12	(282)
HAMPSHIRE	6	(220)	RANDOLPH	8	(291)
HANCOCK			RITCHIE		
HARDY	3	(179)	ROANE	6	(160)
HARRISON	6	(237)	SUMMERS	4	(109)
JACKSON	7	(118)	TAYLOR	4	(138)
JEFFERSON			TUCKER	2	(130)
KANAWHA			TYLER		
LEWIS			UPSHUR	5	(135
LINCOLN	8	(147)	WAYNE		
LOGAN	8	(155)	WEBSTER		
MARION	15	(156)	WETZEL		
MARSHALL	11	(265)	WIRT	4	(62)
MASON	7	(113)	WOOD	2	(154)
MERCER	5	(119)	WYOMING	7	(172)
MINERAL				225	

( ) Represents the enrollment of the largest school having a teaching principal.

SOURCE: First Month Attendance Report 1974-75 and West Virginia Education Director 1974-75.

APPENDIX II

ACTIVITIES OF TASK FORCE--SUMMARY

RESOURCE PERSONS AND TOTAL NUMBER
OF PERSONS CONTACTED

READING ACHIEVEMENT TASK FORCE

Summary of Activities

June 27, 1975

1. A Reading Achievement Task Force was commissioned by the State Superintendent of Schools to produce a State Plan for improving student reading achievement in West Virginia. The State Superintendent charged the group with the challenge and pledged complete support of the State Department of Education staff.

2. The Assistant State Superintendent, Bureau of Learning Systems, outlined the proposed task in terms of several phases, namely:
   (a) Data Collection Phase
   (b) Data Analysis Phase
   (c) Establishment of Objectives Phase
   (d) Final Writing Phase

3. The State Department Coordinator for Assessment and Testing presented data pertinent to the task available from the State Testing Program.

4. Selected college staff representative of those responsible for reading methods courses presented their assessments of reading and teaching problems.

5. The Task Force was divided into subcommittees for the purpose of determining the types of information essential to the task and to suggest possible sources of information.

6. The Task Force was charged with the responsibility of personally interviewing teachers to gather information from a classroom viewpoint.

July 7, 1975

1. The Task Force met as a group and received the following subcommittee reports: Finance, Facilities, Resources, Teacher Education, Student Performance, and Organizational Patterns.

2. Reports regarding Language Arts Objectives, Research Review, and School Law were presented by State Department staff.

3. A major subcommittee was formed to complete the task of developing the appropriate means of collecting and assessing data. It was determined that an instrument should be developed to facilitate the collection of data.

4. The Task Force further determined that additional input from local sources was essential for the development of a State Plan. A timeline was established for the purpose of conducting hearings to which selected superintendents, assistant superintendents, RESA directors, principals, teachers, parents, and representatives of special interest areas were invited.

July 14, 1975

1. The major subcommittee formed to complete the Data Collection Phase met in Morgantown and designed an instrument to gather pertinent data from selected

schools, determined the student population to be assessed, and established procedures for analysis of the data.

August 12, 1975

The major subcommittee met at the Daniel Boone Hotel and began analysis of the collected data.

August 13 and 14, 1975

1. The Task Force held hearings of the invited superintendents, assistant superintendents, RESA directors, principals, teachers, parents, and representatives of special interest groups. In summary, a total of twenty-two local school district research people reported to the Task Force. Each person testifying made reference to a structure involving input and discussion from other colleagues in the county and/or region. The opinions presented were summarized and became a basic source of measurable information from which to draw conclusions.

2. The Task Force also heard reports from State Department of Education staff members in the following areas:
   (a) Teacher Preparation/Certification
   (b) Continuing Education
   (c) Secondary School Standards
   (d) Early Childhood Education

August 20, 1975

The subcommittee for assessment of data met to draw conclusions from the information obtained from schools throughout the State, review of literature, opinions of presenters, and Task Force discussions. This information was organized for presentation to the Task Force.

August 21, 1975

1. The subcommittee for assessment of data presented the compiled information to the entire Task Force. Thorough discussion was conducted and led to revision, modification, and further organization.

2. The Task Force met with the State Superintendent of Schools and presented a summary analysis and report of activities and accomplishments.

3. All Task Force members interested in serving on the subcommittee for writing the Plan were advised to meet at Cedar Lakes on September 7-10, 1975, for the purpose of beginning this phase of the task.

September 7-10, 1975

The subcommittee for writing met at Cedar Lakes. Information for the purpose of establishing a written plan to improve reading achievement was presented. The needs generated from the findings were categorized and prioritized.

September 23-24, 1975

1. The subcommittee for writing met at the Sheraton Inn in Clarksburg for one purpose of refining objectives and writing implementation tasks for plan completion.

2. Assignments for completion of the writing phase were given to subcommittee members for revision prior to final compilation.

September 28 - October 1, 1975

1. The subcommittee for writing convened at the Daniel Boone Hotel in Charleston for the purpose of further refining the developed plan.

2. An agenda for final presentation of the Plan to improve reading achievement was established.

October 6, 1975

Presentation of Plan by Task Force - State Department of Education, Charleston, West Virginia.

RESOURCE PERSONS CONTRIBUTING
INFORMATION TO THE TASK FORCE

	Presented Report Personally	Total Contacted
County Superintendents & Assistant Superintendents	15	
...each contacted 5 other administrators and staff members		75
RESA Directors	2	
...each contacted their staff members and all other RESA Directors		52
State Department Personnel Principals Surveyed	15	60
Classroom Teachers, Parents, Principals, Special Interest Representatives and Contacts	12	60
College Personnel & Contacts	5	20
Task Force	25	
...each responsible for contacting 10 persons		250
TOTALS	74	517
GRAND TOTAL		601

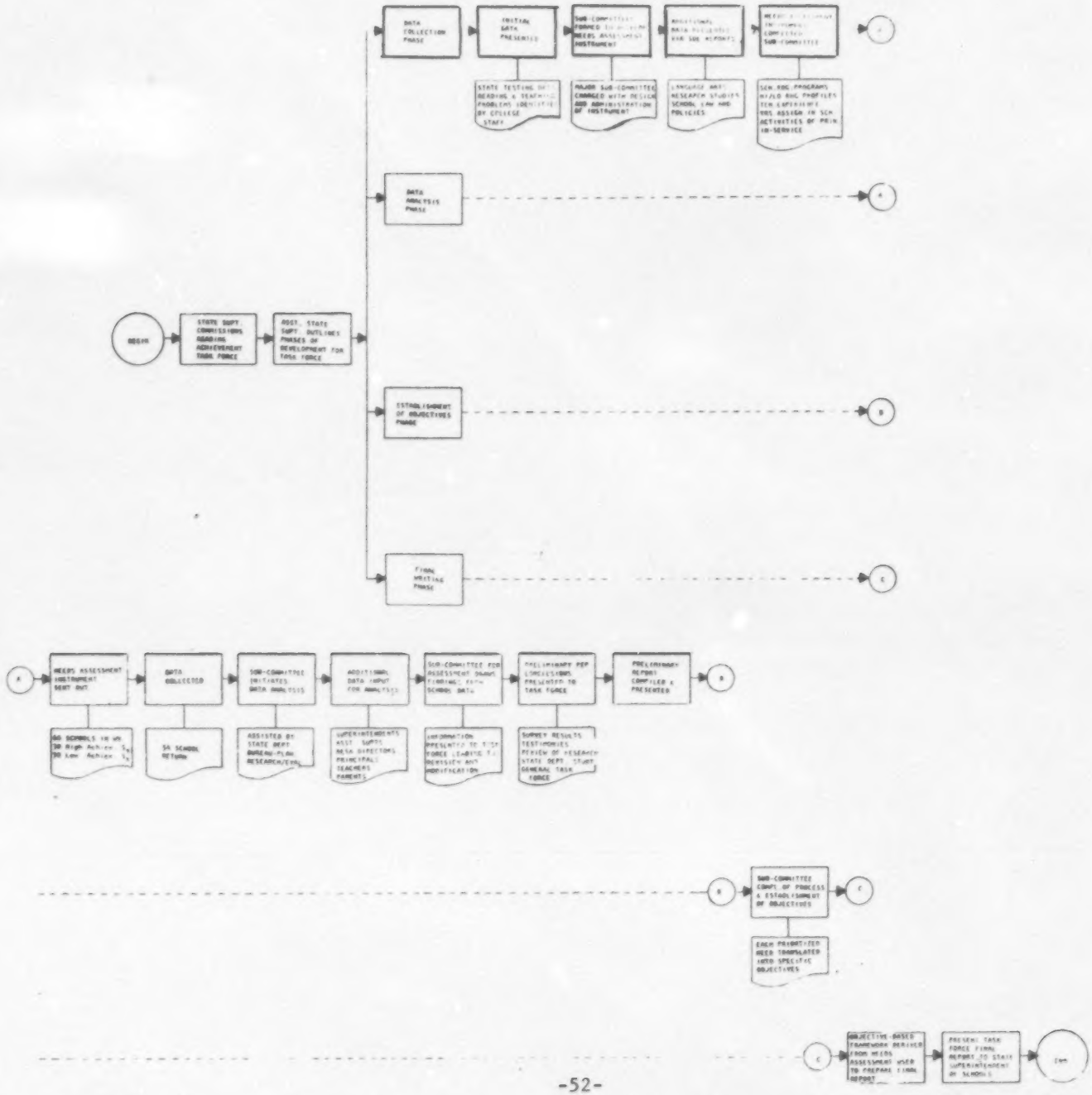
APPENDIX III

SCHEMATIC OF PROCESS

NEEDS ASSESSMENT PROCESS

QUESTIONNAIRE

SUBCOMMITTEE INFORMATION NEEDS


BEGIN
STATE DEPT. COMMISSIONS READING ACHIEVEMENT TASK FORCE
ASST. STATE SUPT. OUTLINES PHASES OF DEVELOPMENT FOR TASK FORCE
DATA COLLECTION PHASE
INITIAL DATA PRESENTED
SUB-COMMITTEE FORMED
NEEDS ASSESSMENT INSTRUMENT
ADDITIONAL DATA REQUIRED FOR SUB-ACTIVITY
SUB-COMMITTEE
STATE TESTING DATA READING & TEACHING PROBLEMS IDENTIFIED BY COLLEGE STAFF
MAJOR SUB-COMMITTEE CHARGED WITH DESIGN AND ADMINISTRATION OF INSTRUMENT
LANGUAGE ARTS RESEARCH STUDIES SCHOOL LAW AND POLICIES
SCH. DOC. PROGRAMS W/OLD RHC PROFILES TCH. CERTIFICATE TEST ASSESS. IN SCH. ACTIVITIES OF PRIN. IN-SERVICE
DATA ANALYSIS PHASE
ESTABLISHMENT OF OBJECTIVES PHASE
FINAL WRITING PHASE
NEEDS ASSESSMENT INSTRUMENT SENT OUT
DATA COLLECTED
SUB-COMMITTEE INITIATES DATA ANALYSIS
ADDITIONAL DATA INPUT FOR ANALYSIS
SUB-COMMITTEE FOR ASSESSMENT GROUP
PRELIMINARY REP LINCS/OBJS PRESENTED TO TASK FORCE
PRELIMINARY REPORT COMPILED & PRESENTED
SA SCHOOL RETURN
ASSISTED BY STATE DEPT. BUREAU-FLOW RESEARCH/EVAL
SUPERINTENDENTS ASST. SUPTS. DATA DIRECTORS PRINCIPALS TEACHERS PARENTS
SURVEY RESULTS TESTIMONIES REVIEW OF RESEARCH STATE DEPT. STAFF GENERAL TASK FORCE
SUB-COMMITTEE COMPT. OF PROCESS & ESTABLISHMENT OF OBJECTIVES
EACH PRIORITIZED NEED TRANSLATED INTO SPECIFIC OBJECTIVES
OBJECTIVE-BASED FRAMEWORK DERIVED FROM NEEDS ASSESSMENT USED TO PREPARE FINAL REPORT
PRESENT TASK FORCE FINAL REPORT TO STATE SUPERINTENDENT OF SCHOOLS

SCHEMATIC OF PROCESS

NEEDS ASSESSMENT PROCESS

A Reading Needs Assessment Process, as the name implies, is an assessment of the needs which exist in reading, in this case as they exist in the State of West Virginia schools. The basic format for the Needs Assessment employed by the Task Force was as follows:

(1) collect basic data from each school regarding the reading program in that school
(2) compile the data as separate profiles for high and low achieving students
(3) analyze the data as compiled and draw findings
(4) determine needs which exist and prioritize these needs
(5) determine objectives which, if met, meet the needs that exist.

The first three steps in this process were basically objective in nature. That is, an attempt was made to gather objective data, compile the data, and draw general objective conclusions from the data without being judgmental. The last two steps involve the element of judgment in moving from raw data to desired objectives.

Specifically, the Task Force developed a needs assessment instrument which measured quantitatively the relationship of specific school components to reading performance as teaching experience, years of assignment in a school, activity of the principal, the nature of the inservice program, and other dimensions which were assumed to be related to reading achievement. The instrument was mailed to principals of sixty different schools throughout the State of West Virginia. Thirty of these schools were identified as having students with high achievement and thirty as having students with low reading achievement scores. The selection was based on the deviation of the reading achievement school either above or below the non-verbal scores of students enrolled as measured by the adopted State-County Testing Program. A total of 54 questionnaires were returned.

Bureau of Research staff, under the direction of Dr. Philip Thornton, summarized and compressed the data into a workable package for analysis. The subcommittee drew findings from the summary data and categorized the findings. A preliminary report was compiled which included findings from results of the survey instruments, testimonies of resource personnel, review of research, a State Department study, and general Task Force information.

The subcommittee employed an analysis technique which allowed the members to generate judgment, need-by-need, in a thorough and systematic way: i.e., the group developed a concensus rating of each need on a scale from one to three. Each need statement, according to the assigned priority, was then translated into a specific objective. These objectives became the framework upon which a comprehensive course of action has been built to improve reading achievement in the State of West Virginia.

INSTRUCTIONS FOR COMPLETING
THE SCHOOL READING PROGRAM SURVEY

1. Please provide only data from your school.

2. Please indicate each of your responses with an "X" unless numbers or words are required.

3. Wherever possible, please provide exact data. If exact data are not available, please estimate carefully.

4. Unless specified otherwise, please provide data from the last school year (1974-75).

5. Please respond to each item. If the data requested are unavailable or an item is not applicable, please indicate by the letters UA (unavailable) or NA (not applicable).

6. Questions dealing with clarification of items should be directed to:

   Dr. Philip F. Thornton, Consultant
   Telephone Number - 348-2698
   (Please call collect)

7. Please return the completed survey questionnaire within ten (10) days following receipt to the following address:

   Dr. Philip F. Thornton, Consultant
   Bureau of Planning, Research and Evaluation
   West Virginia Department of Education
   Building 6 - Room B-363
   Charleston, West Virginia 25305

SCHOOL READING PROGRAM SURVEY

SCHOOL _____ DATE _____

NAME OF PERSON COMPLETING QUESTIONNAIRE _____

_____

TITLE _____

_____

SUMMER ADDRESS _____

_____

ADMINISTRATION AND ORGANIZATION

1. Last year, what was the total pupil enrollment for the school? _____

2. Last year, what was the pupil-teacher ratio by grade?

GRADE	RATIO	GRADE	RATIO
K	_____	4	_____
1	_____	5	_____
2	_____	6	_____
3	_____		

3. Indicate below the number of teachers in your school by the years of assignment to your school.

	NO. OF YEARS OF ASSIGNMENT TO YOUR SCHOOL		
	1-3	4-7	8+
No. of Teachers	____	____	____

4. Last year, the principal was a: Teaching Principal _____

Supervising Principal _____

5. In the chart below, indicate the percentage of the principal's time used in the performance of each of the listed duties.

CATEGORIES OF DUTIES	PERCENTAGE OF TIME
Administrative duties (includes office routine, school plant, business, food services and transportation)	
Pupil activity programs	
Teaching	
Organization, administration and improvement of the reading program (includes supervision)	
Organization, administration and improvement of instructional programs excluding reading (includes supervision)	
Pupil personnel (includes evaluation, records and reports, counseling, conferences, discipline)	
School/community relations	
Other _____ (specify)	
TOTAL	100%

In the chart below, mark all school organization patterns that apply to your school.

ORGANIZATION PATTERNS	GRADE					
	1	2	3	4	5	6
Self Contained classroom						
Team Teaching						
Departmentali-zation						
Differentiated Staffing						
Non-graded						
Graded						
Multi-age						
Other (specify)						

7. In the chart below, mark the dominant grouping used for classroom reading activities.

DOMINANT GROUPING	GRADE					
	1	2	3	4	5	6
Individualized Instruction						
Small Group (5 or fewer students)						
Large Group (6 or more students)						
Total Class						
Other _____ (specify)						

8. Last year, what was the average number of minutes the teachers in your school devoted to daily reading activities?

_____
(Minutes per teacher per grade level)

9. Do you have a reading specialist on the school staff? ____ Yes ____ No

If yes, mark the functions the specialist performs:

Curriculum development ____
Remedial reading ____
Diagnostic Testing ____
Supervision ____
Other (specify)
_____ ____

10. Do you have a school plan written for your reading program? ____ Yes ____ No

If yes, mark the school year when written or last revised:

Prior to 1970-71	____	1972-73	____
1970-71	____	1973-74	____
1971-72	____	1974-75	____

11. During the last year, have you devoted a staff meeting to the study and review of the reading program? ____ Yes ____ No

12. Are remedial reading services available to students? ____ Yes ____ No

If yes, who provides the services? _____ (Title)

13. Last year, how many pupils received remedial reading services?

GRADE	NUMBER	GRADE	NUMBER
1	_____	4	_____
2	_____	5	_____
3	_____	6	_____

14. Please mark each of the following items which are an integral part of your school's remedial reading program.

Released time for remedial activities ____
Coordination with the basal reading program ____
Interaction with parents ____
Evaluation activities with teachers or teacher teams ____
Diagnostic testing ____

SUPERVISION

15. Within the school, who supervises reading instruction?

Reading Specialist ____
Principal ____
Guidance Counselor ____
Assistant Principal ____
Other (specify)
_____ ____

16. During the last school year, what was the average number of hours each teacher was observed in reading instruction?

By school level observer _____ hrs.

By county level observer _____ hrs.

DECISION MAKING

17. Who decides the basic approach to be used in reading instruction?

_____ (Title)

18. Who decides on the selection of supplementary books and materials?

_____ (Title)

19. Who decides on the testing and evaluation of the reading program?

_____ (Title)

20. Who decides how the available teacher aides or volunteers will be used?

_____ (Title)

21. Who decides the type and length of reading inservice training programs to be available to the teachers?

_____ (Title)

22. Who decides how much time will be used in reading instruction?

_____ (Title)

READING INSTRUCTIONAL APPROACHES AND SUPPLEMENTARY MATERIALS

Basic Reading Approaches Defined

A. Meaning Emphasis - Integrated phonics; no recognizable skill sequence; comprehension leads to decoding (e.g., Scott Foresman).

B. Code Emphasis - Phonics dominated; system of sound and structure development (e.g., Open Court).

C. Modified Alphabet - Coded program with development of a unique symbol for each sound (e.g., ITA).

D. Programmed Learning - Systematic development with feedback to child; child works at his pace (e.g., Sullivan).

E. Individualized Reading - A system permitting students to proceed in material chosen by each child and teacher followed by clustering skills based on need and conferences with each student.

F. Language Experience - Program based on building experiences for meaning (e.g., LEIR).

G. Other (specify) - _____

23. With reference to the definitions above, indicate in the following chart the basic reading approaches used in your school. Use the appropriate letter(s). Where more than one approach is used, the dominant approach should be listed first (on the left), e.g., ABD. "A" would be dominant.

BASIC READING APPROACHES

YEAR	GRADE					
	1	2	3	4	5	6
1974-75	____	____	____	____	____	____
1973-74	____	____	____	____	____	____

24. Indicate on the chart below the location of supplementary reading materials.

LOCATION	SUPPLEMENTARY READING MATERIALS	
	Books	Other than Books
Central		
Classroom		
Central and Classroom		
Other _____ (specify)		

25. Are periodicals used as a basic resource in reading instruction?

_____ Yes _____ No

INSERVICE TRAINING IN READING

	1972-73	1973-74	1974-75
26. What was the total number of hours of inservice related to the basal program available to teachers and principals?	_____	_____	_____
27. What was the total number of hours of reading related inservice excluding inservice for the basal program which was available to teachers and principals?	_____	_____	_____
28. How many teachers attended at least one reading inservice training program?	_____	_____	_____

TESTING PROGRAMS

29. Are reading tests other than the test which is a part of the State-County Testing Program battery administered to the school's pupils?

Yes No

30. Are the results derived from either the reading test of the State-County Testing Program or other school administered reading tests used by the principal and/or teacher?

Yes No

If yes, list the manner in which the tests are used.

_____

_____

_____

_____

FINANCE

31. Last year the total cost/pupil of all instructional materials at the school was: _____

32. Indicate in the following chart the cost/pupil of the instructional reading materials (exclusive of the library) for each of the last three years.

COST/PUPIL OF READING MATERIALS BY YEAR AND PURPOSE

PURPOSE OF THE EXPENDITURE	COST OF READING MATERIAL BY YEAR		
	1972-73	1973-74	1974-75
For Basal Program			
For Supplement to Basal Program			
For other than Basal Program			

33. Last year, the cost/pupil for library materials was: _____

34. Does the school receive program support through federal sources?

Yes No

If yes, indicate the federal source(s).

ESEA Title I	____	NDEA III	____
ESEA Title II	____	RIGHT TO READ	____
ESEA Title III	____	OTHER (specify)	____

FINANCE COMMITTEE

Financial Information Needed -

I. Public School Support - U.S. & West Virginia:

West Virginia Department of Education Bulletin, June 1975.
Source - State Department of Education.

II. Title I:

Title I Statewide Reading Results as compared with results of State Testing Program.
Source - State Department of Education, Bureau of Services & Federal Programs and Bureau of Learning Systems, Assessment and Testing Section.

(Note: The Committee noted that this could be an important factor since Title I projects average 90% in the area of Reading and the annual expenditure has been approximately 15 to 18 million dollars.)

III. Information Needed from Every County:

Source - Questionnaire sent to each superintendent.

A. Reading Program: A brief description of program factors influenced by finance.
i.e.: Classroom Procedural Organization
1) individualized - IGE, etc.
2) multi-level materials - One Tract Program, etc.

B. Materials:

1. Amount spent per pupil on all instructional materials _____.

2. Amount spent per pupil on reading instructional materials _____.

3. Amount spent per pupil on library materials _____.

C. Personnel:

1. Aides - no. _____ of paid aides working full-time with reading program (excluding Title I).

- no. _____ of volunteer aides working on regular scheduled basis with reading program.

2. _____ no. support supervisory personnel who assist directly in the area of reading.

_____ no. of reading supervisors working full-time with reading program.

IV. Pupil Teacher Ratio by Grades, K-12:

Source - This information should be available from State Department.

V. Certification:

Level of teacher certification by grade.
No. of AB
AB+15
MA
MA+30
Reading Specializations.

VI. Inservice Program:

_____no. inservice sessions held in the area of reading skills.

Source - County Superintendent Questionnaire.

VII. Miscellaneous Areas:

List any other financial related factors involved in your county reading program not covered above.

Source - County Superintendent Questionnaire.

FACILITIES

An Assessment of Needs should include an item on facilities and the following areas should be given consideration:

I. Libraries or Media Centers

- A. Self contained
  - 1. mobile
  - 2. centralized
  - 3. adequately staffed
- B. Availability of materials to all students on a loan and/or keep basis.

II. Space

- A. Instructional - adequate for number of students and programs involved.
- B. Storage
  - 1. media
  - 2. materials
  - 3. accessibility

III. Physical Plant

- A. Adequate lighting and ventilation
- B. Adequate electrical outlets

IV. Diagnostic and Associated Facilities

- A. Reading Diagnostic Clinics
- B. County Health Services
  - 1. school nurse - hearing and vision screening
  - 2. County Health Department
- C. Psychologists
- D. Mental Health Clinics and Services
- E. Guidance Services, Elementary/Secondary

F. Speech Therapists

G. Family Service and/or Other Social Agencies

H. Learning Disability Specialists

I. Special Education

1. Handicapped

2. Gifted

3. EMR

4. L.D. Classes

J. ESEA Corrective/Remedial Programs

V. Transportation

A. Availability for enrichment activities that extend background and inservice for personnel.

B. Curriculum and program planning should not be subservient to transportation.

VI. School Lunch Program

A. Curriculum, program planning, and instruction should not be subservient to the school lunch program.

While adequate facilities are a contributing factor in reading instruction, it is not felt they are a focal point. The interested, dedicated, and adequately prepared teacher is the real key to reading improvement.

TEACHER EDUCATION

1. Is there any correlation between teacher preparation in the teaching of reading and student performance in reading?

2. Did student achievement in reading improve following teacher inservice work in the teaching of reading?

3. What kind of teacher preparation characterizes those teachers whose students perform well on reading tests?

4. What kind of inservice work characterizes those teachers whose students perform well on reading tests?

5. Is there any correlation between poor student performance in reading and teachers on <u>permit status</u>?

DECISION MAKING - GUIDELINES

1. If the only legislated curriculum item is physical education, is it not time we legislate time requirements for reading instruction?

2. Political ramifications and personal bias must be removed/separated from reading curriculum decisions.
   a. Decisions made in relation to reading must be made in consultation and conjunction with certified Reading Personnel.
   b. The elementary principal will be responsible for supervising, implementation, and the success of the reading program in his school.

3. Certification requirements must be rigidly adhered to in hiring special reading personnel.

4. Programs, Federal, State or county involving reading must have direction from certified reading personnel.

5. Each county must be responsible for employing a reading supervisor/specialist to be responsible for organizing, planning, implementing, and supervising the county reading program.

6. At least two half days per month, released time, must be set aside for reading staff development.

APPENDIX IV

PRELIMINARY REPORT OF FINDINGS

SUMMARY OF OPINION STATEMENT

ASSESSED NEEDS

SCHOOL PROFILE

RELATED DATA FROM OTHER STUDIES

PRELIMINARY REPORT OF FINDINGS

READING ACHIEVEMENT TASK FORCE SUBCOMMITTEE

PROFESSIONAL EDUCATION	SOURCE
A1. Colleges and universities in West Virginia offer limited preparation in reading at the preservice level.	R
A2. A greater percentage of teachers in schools with high achieving students have eight or more years of teaching experience.	S-I
A3. A greater percentage of teachers in schools with low achieving students are probationary teachers.	R, S-I
A4. The degree held by teachers has little relationship to pupil reading achievement.	S-I
A5. A greater percentage of teachers in schools with low achieving students have provisional certification.	S-I
A6. In high vs. low achieving schools, more principals have a principal endorsement in schools with high achieving students.	S-I
A7. Over the past three years, schools with students having the highest achievement, personnel have had a significantly greater amount of reading related inservice.	I
A8. Required continuing education in reading is limited.	R
A9. The present philosophy of elementary teacher preparation is fragmented in approach. The importance of training in the teaching of communication skills supersedes the need for teachers to be trained in subject matter content.	T, R
ORGANIZATION PLANS AND PATTERNS	
B1. State Department leadership has not been directed toward developing a thrust in improving reading achievement.	R
B2. In terms of mean differences, there is little difference in pupil-teacher ratio between schools with high and low achieving students.	I
B3. Achievement is higher in schools in which the majority of teachers have been teaching in the same school from 1-3 years, as compared to teaching a longer period of time in the same school.	I

KEY:

I - Survey Instrument
R - Resource Personnel
RR - Review of Research
S - State Department
T - Task Force Information

B4. Students receive less formalized reading instruction time as they progress from grade one to grade six. I

B5. In schools with high achieving students there was more time spent by school personnel in observing teachers. I

B6. There is a greater percentage of supervisory principals in schools with high achieving students. I

B7. In schools with high achieving students, principals spend more time in administrative duties, instructional program organization and reading program organization. I

B8. Principals in schools with low achieving students spend a greater proportion of their time in classroom teaching. I

B9. The self-contained classroom is the predominant organizational pattern in schools having both high and low achieving students. I

B10. In grades four, five, and six in schools with high achieving students, there is some diversity of school organizational pattern, with some emphasis on team teaching and departmentalization. I

B11. There is more multi-age school organizational grouping in schools with low achieving students. I, RR

B12. There is a higher ratio of individualized instruction in schools with high achieving students at each grade level. I

B13. The number of students per teacher in the primary grades is too high. R

B14. More schools with low achieving students have supplementary reading books located in the classrooms. I

B15. More schools with high achieving students have supplementary books located both in central and classroom areas. I

B16. More schools with high achieving students have supplementary materials other than books located in both central and classroom areas. I

B17. Coordinated research regarding reading achievement in West Virginia is limited, especially for determining implications for State and local planning. T, RR

CURRICULUM

C1. The most successful Title I programs included a component of individualized instruction, with assistance and/or instruction from an aide or paraprofessional. S, RR

C2.	Reading specialists work with students rather than with classroom teachers. Emphasis is on remedial reading instruction and diagnostic testing of students with little emphasis on curriculum development or supervision.	I
C3.	The county reading specialists tend to assist in remedial services with the high achieving students.	I
C4.	The amount of appropriate materials for teaching reading is limited.	R, RR
C5.	Individualized instruction based on diagnosis is limited.	S, R
C6.	In schools with higher achieving students, decisions regarding the total reading program are made by a combination of county personnel, principals, and teachers.	I
C6a.	In schools with high achieving students, the selection of supplementary books and materials is made by teachers or by a combination of teachers, principals, and county personnel.	I, RR
C6b.	In schools with high achieving students, there is an indication that decision making regarding reading inservice education is made jointly by county personnel, teachers, and principals.	I
C6c.	In schools with high achieving students, decisions regarding time allocations for reading instruction are determined by a combination of principal and teachers.	I, RR
C7.	More schools with high achieving students use a code emphasis approach in the first three grades, with a shift toward a meaning emphasis approach in the fourth grade.	I
C8.	In schools with higher achieving students, there is a tendency for the utilization of a single dominant reading approach while schools with lower achieving students tend to use more then one reading approach simultaneously.	I
C9.	More schools with high achieving students use periodicals as a basic resource to reading instruction.	I, S
C10.	A greater percentage of schools with low achieving students receive ESEA Title I funds.	I
C11.	A greater percentage of schools with high achieving students receive Title II (R2R) funds.	I
C12.	The amount of financial support is related to achievement.	S, RR
C13.	Present teaching practices in elementary schools do not adequately emphasize the communication skills and may overemphasize the content areas. Objectives in content subjects stress content mastery, which is an objective at the secondary level, rather than emphasizing the communication skills.	R, T

STUDENT PERFORMANCE

D1. The schools having low achieving students have a higher non-verbal mean than the schools having high achieving students. S

D2. At the third grade level, there is a greater discrepancy between mean non-verbal ability and mean reading achievement for the average ability range than for those students at the upper or lower ranges of ability. S

D3. At the sixth grade level, there is a greater discrepancy between mean non-verbal ability and mean reading achievement for the upper and lower ranges of ability than for those students in the average range of ability. S

D4. Between the third and sixth grades, the discrepancy between non-verbal ability and mean reading achievement is larger for those at the lower and higher ranges of ability than for those at the average range of ability. S

D5. At the third and sixth grade, average reading achievement of students who entered school as five year olds--age as of September 1--is lower than the average reading achievement of those who entered as six year olds--age as of January 1 in the same year. S

SUMMARY

OPINION STATEMENTS - RE: READING NEEDS

TOPIC		EXPRESSED NEED	FREQUENCY	% TOTAL
Teacher Preparation	1.	Teachers need training in reading and reading instruction	18	82.0
	2.	Follow-up of graduates, coordination between teacher certification and teacher preparation, secondary requirements	12	55.0
Teacher Inservice and/or Continuing Education		Need for more and/or mandated inservice or continuing education in reading for professional educators	11	50.0
Reduce Student/Teacher Ratio	1.	In elementary grades	9	40.0
	2.	In secondary grades	3	13.6
Money	1.	For additional staff	5	22.7
	2.	For materials	5	22.7
	3.	For special reading classes	1	4.5
	4.	For testing programs	2	9.0
Elementary Curriculum Improvement	1.	Need for appropriate materials	11	50.0
	2.	Need for elementary librarians	4	18.1
	3.	Need for specialized staff re: reading	17	77.8
	4.	Stress reading in all areas	18	82.0
	5.	Devote more time to reading instruction	6	27.3
	6.	Increase teacher planning time	3	13.6
	7.	Parent involvement	10	45.5
	8.	Instructional aides	7	31.8
	9.	Make elementary curriculum more flexible; coordinate all programs	8	36.4
	10.	Early identification of problems	3	13.6
	11.	Change entrance age	2	9.0
State Department	1.	Provide more leadership-general	8	36.4
		A. Coordinate Federal, State, county programs	3	13.6
		B. Provide reading specialists and inservice	11	50.0
		C. Provide teacher training	3	13.6
		D. Refund or expand CEP in Language Arts	2	9.0

TOPIC	EXPRESSED NEED	FREQUENCY	% TOTAL
Accountability	1. Hold teachers accountable	2	9.0
	2. Publicize reading scores	1	4.5
Reading Programs	1. Use individualized instruction	6	27.3
	2. Use diagnostic-prescriptive	6	27.3
	3. Use centers	6	27.3
	4. Emphasize skills	6	27.3
	5. Other; competency-based, multi-text, etc.	7	31.8
Other Topics	1. Concentrate or attend to student problems beyond 3rd grade only	1	4.5
	2. Identify exemplary programs, teachers, etc.	3	13.6
	3. Reduce pressure on teachers	1	4.5
	4. Provide release time for teachers, principals, etc.	1	4.5
	5. Institute management systems	1	4.5
	6. Institute intensive research in West Virginia	4	18.0
	7. Teach students to take tests	1	4.5
	8. Publicize programs	1	4.5
	9. Put administrators back in the classroom	1	4.5

ASSESSED NEEDS

A. Curriculum

There is a need:

1. for redirection of State mandated content emphases at the elementary level with establishment of teaching practices which would concentrate upon the communication skills and supersede content mastery.

2. for the establishment of base level student competencies in the basic communication skills, the implementation of which will utilize locally adopted reading materials and supplementary materials in a diagnostic-prescriptive program.

3. for teachers of kindergarten and first grade to jointly establish program goals to be utilized to assure continuity of the acquisition of communication skills which are appropriate to those developmental levels.

4. for quality control in approving and evaluating Title I reading programs with the involvement of the Bureau of Learning Systems and Bureau of Research and Planning in program development and assessment.

B. Instruction

There is a need:

1. to establish a priority in elementary schools to teach basic communication skills.

2. for the regular classroom teachers to work with children needing remediation rather than depending upon fragmented efforts made by resource teachers or paraprofessionals.

3. to use materials appropriate to the learning styles of students.

4. for reading specialists (county and/or Title I) to coordinate their instructional efforts with those of classroom teachers.

5. to utilize paraprofessionals in reinforcement of specific reading skills.

6. for teachers to develop individualized management systems.

C. Professional Education

I. Professional Preparation

There is a need:

1. for revision of undergraduate teacher preparation standards

to insure teacher competency in facilitating students acquisition of communication skills.

The present philosophy of elementary teacher preparation is fragmented in approach. Undergraduate teacher preparation programs should emphasize the acquisition of skills in teaching communication which would supersede the need for teachers to be trained in subject matter content.

2. for revision of the principal's preparation program to include work in the administration, supervision, and organization of school reading programs.

3. for the State Department of Education to develop and enforce process standards for evaluation and preparation programs which insure that:

   a. colleges and universities develop teacher preparation programs which are based on role perceptions of classroom teachers.

   b. college faculty responsible for teaching communication skills are competent in teaching those skills which are required to be taught in the public schools.

   c. college faculty are required to assume a responsibility for cooperating with the counties employing their graduates in follow-up evaluations and staff development.

4. for revision of the composition of the West Virginia Council on Teacher Education and Professional Education to include a more uniform balance of representation from curriculum areas of the public school system.

5. for revision of reading specialist preparation standards to include a leadership competency component.

II. Continuing Education

There is a need:

1. to issue the initial professional teaching certificate on the basis of competency achievement with a required periodic renewal. Renewal should be based on the maintenance of competence as defined by the needs of the local constituent students.

2. to establish and implement a procedure for an "intern" staffing pattern for the new teacher in an LEA.

3. for the State to develop and initiate a continuing education requirement for the LEA implemented by college, regional, and/or county personnel, which may be an alternate route to certificate renewal and salary classification.

4. to redefine State laws which would permit teachers to be paid for continuing education.

5. for establishing reading inservice programs for all elementary teachers, particularly beginning teachers, which are based upon needs assessments at the State and local levels.

6. to provide a means by which Title I personnel, regular classroom teachers and paraprofessionals can jointly participate in staff development programs designed to provide intervention procedures for eligible Title I students.

7. to provide parents with continuing education programs designed to enable them to become more knowledgeable in ways to help their children improve their reading achievement.

D. Organization

There is a need:

1. to have the CEP curriculum council concept to be activated to assure input from teachers, principals, supervisors, administrators, board members and lay persons in decisions concerning selection of materials, inservice, curriculum development and evaluation of reading programs.

2. to establish a structure through which the State and local units can provide reading personnel to coordinate and supervise reading programs.

3. to structure the State Department of Education in a manner which would assure that the Bureau of Learning Systems approves the implementation of instructional programs in elementary schools which originate in other bureaus in order to prevent diffusion of reading goals.

4. to clarify reading program directions, organization, and teaching objectives in K-3. The term Early Childhood Education should be used as an all-inclusive term in its global definition of programs for children 3-8 years of age rather than used in reference to programs for kindergarten children only.

5. to determine the school and classroom organizational plans and patterns that best meet the needs of specified groups of teachers and students.

6. to assure that in teacher placement there is a balance of experienced and probationary teachers within any given school.

7. to provide all schools with a supervising principal who is skilled in directing reading programs.

8. to investigate and consider for revision the policy dealing with minimal age at which a child can enter first grade in West Virginia.

E. Assessment, Evaluation, and Research

There is a need:

1. to coordinate and disseminate research regarding reading achievement in West Virginia as well as to analyze the effectiveness of various reading programs, including Title I.

2. for continuous State financial support for research, development, and implementation of a Statewide effort to improve reading achievement.

3. for a definitive evaluation of Title I programs to include:

   a. the impact of Title I programs on the reading achievement of students being served;

   b. a determination of the student population which would most benefit from Title I programs; and

   c. a Statewide survey of the appropriateness of Title I guidelines for the purpose of providing input into HEW decision making regarding Title I regulations.

PROFILE OF A SCHOOL WITH A*

HIGH LEVEL OF STUDENT READING ACHIEVEMENT	LOW LEVEL OF STUDENT READING ACHIEVEMENT
1. The professional staff in this K-8 elementary school numbers 9 including a supervising principal. The student enrollment is 175. Student reading achievement is higher than their non-verbal ability.	1. The professional staff in this 1-6 elementary school numbers four including the teaching principal. The student enrollment is 75. Student reading achievement is lower than their non-verbal ability.
2. A brief review of the personnel records indicated that the teachers typically had taught eight or more years. Those teachers with eight or more years of experience often had been assigned to the present school three or fewer years. Most of the teachers had received substantial amounts of inservice training related to the present basal reading program and often had received additional reading inservice not directly related to the basal program. The principal had an endorsement for his administrative role.	2. A brief review of the personnel records indicated that the teachers typically were teaching with provisional certification. Over the last three years, the teachers had received little inservice training either related to the basal reading program or a non-basal program. However, an increase in inservice participation was noted in the last two years. The principal did not hold an administrative certificate.
3. In the school, the principal functions as a supervising administrator; he spends time observing the reading program activities. In addition to observation, 10 to 20 percent of his time is spent in tasks related to the organization and administration of the reading program. He and the teachers make joint decisions concerning the type of reading program and the allocation of necessary time. The teacher, principal and county personnel make joint decisions regarding reading inservice education. The principal rarely teaches; although, he may in an emergency take the place of a teacher when a substitute is not available.	3. The principal spends as much as 90 to 95 percent of his time teaching, this leaving little time to devote to the tasks of administering and developing a strong instructional program. School/community relations suffer most. Perhaps, because of the work load, the principal seldom consults with his fellow teachers about the basic approach to be used in reading instruction. Joint decisions are not made on matters dealing with the time allocated to reading and supplemental books and materials to be used.

PROFILE OF A SCHOOL WITH A

HIGH LEVEL OF STUDENT READING ACHIEVEMENT	LOW LEVEL OF STUDENT READING ACHIEVEMENT
4. Teachers utilize aides and paraprofessionals which allow many of them to offer small group instruction and, where needed, individualized instruction in reading. A code emphasis approach is used in reading instruction at the primary level. At grade four and above, a meaning emphasis approach to reading instruction is predominant.	4. Teacher aides and paraprofessionals are not used, except with ESEA Title I students for remedial reading, and the teacher is burdened with tasks which might be handled effectively by a paraprofessional. Small group instruction and individualized instruction techniques are not utilized. Reading instruction is based upon a meaning emphasis approach which is a program that integrates coding and comprehension skills.
5. The student has opportunity for remedial instruction in grades 4, 5, and 6. County level reading specialists are involved in remedial reading services. Many students have the advantage of individualized and small group remedial reading activities.	5. Remedial reading is primarily the responsibility of an ESEA Title I reading specialist.
6. There is a diversity of school organizational patterns beginning at grade four.	6. At all grade levels, the organizational pattern is predominately the graded, self-contained classroom.
7. Supplemental reading materials are available and convenient to the student. These books and materials are located both within the classrooms and external to the classrooms in a central location. Books, periodicals, and other supplementary materials are selected by the teachers, in many cases, in consultation with the principal and county personnel. Periodicals are recognized as a basic resource in a good reading program and are used in reading activities.	7. Supplemental reading materials that are available are located on shelves within the classroom. Periodicals are not used as supplementary material for instruction. County office policy and/or State guidelines and regulations are interpreted narrowly in the selection of materials.

PROFILE OF A SCHOOL WITH A

HIGH LEVEL OF STUDENT READING ACHIEVEMENT	LOW LEVEL OF STUDENT READING ACHIEVEMENT
8. The school reading program is judged to be innovative. Association with ESEA Title III projects has probably broadened the philosophy of the teachers and principal concerning instructional techniques. ESEA Title II funds are used to upgrade the reading materials. On the basis of selected data, compared to other schools of similar size, the financial support for reading is somewhat greater.	8. The absence of instructional innovation is noted; the school environment is traditional. ESEA Title I funds are received because of the depressed economic level of the students' families. A special instructor is hired to work with the disadvantaged students. While there is an abundant amount of material available to ESEA Title I personnel, the regular classroom instructor is handicapped by lack of supplemental materials. ESEA reading instruction is separate and apart from regular classroom reading instruction. ESEA Title I and Title II programs are heavily depended upon for instructional and material costs, especially for the remedial students.

BPRE
9-11-75

*This profile is a picture of a hypothetical school based on a compilation of data from the School Reading Program Survey (page 51), and the State-County Testing Program.

TABLE 3

VARIABLES RELATED TO READING ACHIEVEMENT

Variable	Type of Relationship
District Coordinator (respondent)	
Percent time planning compensatory education reading	Direct, positive
Principal (respondent)	
Is principal satisfied with compensatory education curriculum decision methods?	Yes: Direct, positive
Number of teacher working hours at school daily.	Direct, positive
Compensatory Education Teacher (respondent)	
Fraction of materials selected by teacher.	Direct, positive
Were periodicals basic reading materials?	Yes: Direct, positive
Days of training provided teachers at onset of project.	Direct, positive
Degree to which compensatory education students liked school in 1972-73.	Direct, positive
Does teacher know percent of compensatory education students absent from classroom on any given day?	Yes: Direct, positive
Did paraprofessionals help teacher?	No: Direct, negative
Teacher morale.	Direct, positive
Regular Classroom Teacher (respondent)	
Number of classroom observations by reading specialist over last 12 months.	Direct, positive
Was non-professional tutorial part of the 1972-73 combination project (only teachers from combination type projects responded)?	No: Direct, negative
Percent of time professional tutorial was part of combination projects in 1972-73.	Indirect, negative

Table 3 (continued)

Variable	Type of Relationship
Regular Classroom Teacher (respondent) [continued]	
Percent professional tutorial was part of combination projects in 1973-74.	Indirect, negative
Were commercial reading texts supplementary?	Yes: Direct, positive
Difficulty of reading materials.	Indirect, negative
Percent of time spent (by teacher) on miscellaneous (other than instruction, reading, or administrative activities).	Indirect, negative

Likewise, it is not known whether higher teacher morale results in higher student reading achievement or higher student reading achievement results in high teacher morale. What is currently known is that the morale of compensatory education reading teachers is directly related to student reading achievement. The question of which of the variables in Table 3, and other variables not examined during 1973-74, effect student reading achievement is being further addressed by the 1974-75 phase of the Cost-Effectiveness Study.

APPENDIX V

TIMELINE FOR IMPLEMENTING PROCEDURES

BUDGET

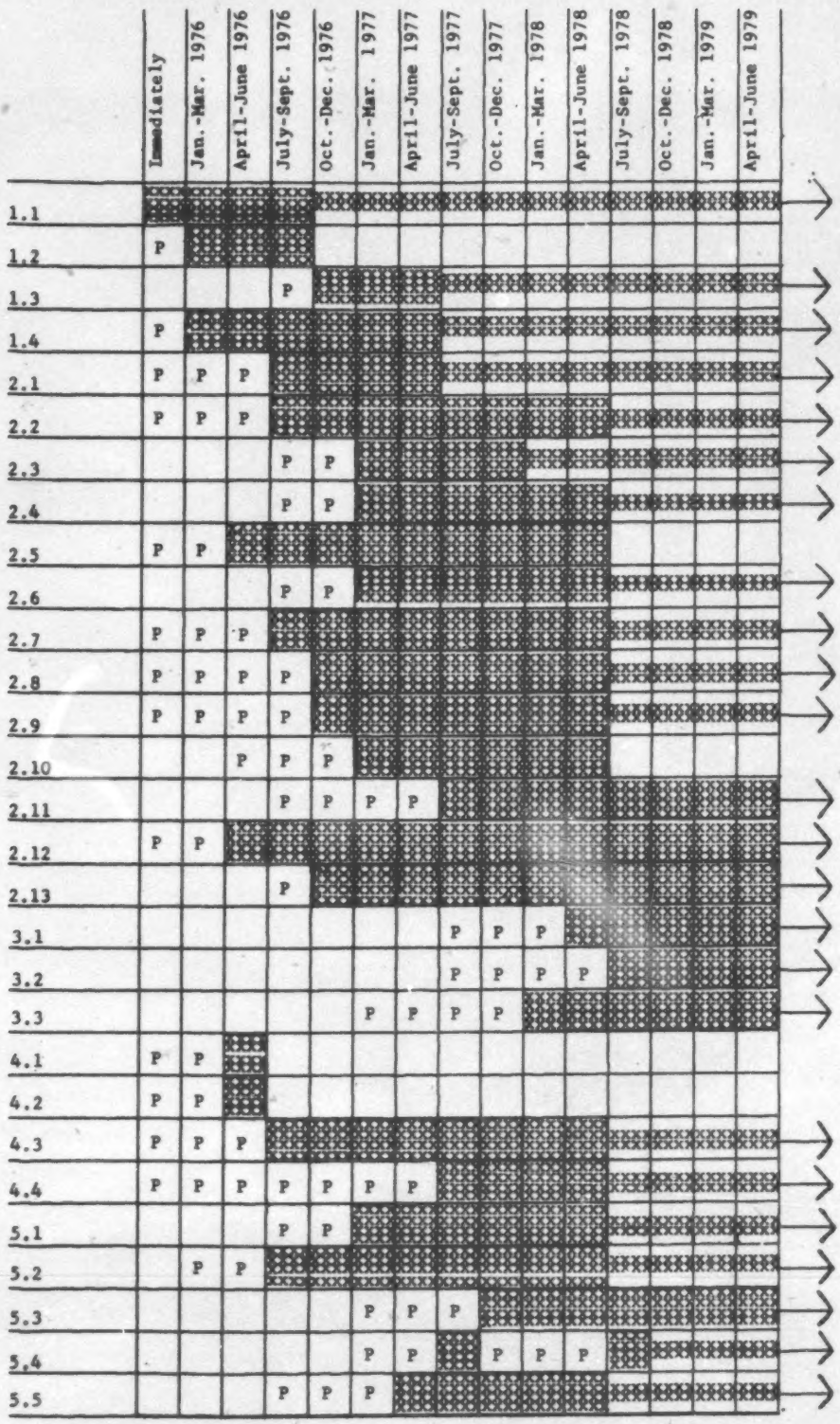
BUDGET FOOTNOTES

JOB DESCRIPTIONS

ORGANIZATIONAL CHART

OUTCOMES

TIMELINE FOR IMPLEMENTING PROCEDURES



B U D G E T

	1st Year		2nd Year		3rd Year		4th Year		5th Year	
Personnel										
State										
Assistant Director	21,500		23,650		26,015		28,616		31,478	
Regional Coordinators (4 x $19,800)	79,200		87,120		95,832		105,415		115,957	
Continuing Education Specialist	17,600		19,360		21,296		23,426		25,769	
Monitoring and Evaluation Specialist	17,600		19,360		21,296		23,426		25,769	
Clerical Costs (5 x $6,000)	30,000		33,000		36,300		39,930		43,923	
Fringe Benefits (1% of Personnel Services)	1,659		1,825		2,007		1,208		2,429	
		167,559		184,315		202,746		222,021		245,325
Regional										
Reading Program Specialists (24 x $17,600)	422,400		464,640		511,104		562,214		618,435	
Clerical Costs (8 x $6,000)	48,000		52,800		58,080		63,888		70,276	
Fringe Benefits (1% of Personnel Services)	4,704		5,174		5,692		6,261		6,887	
		475,104		522,614		574,876		632,363		695,598
County										
Reading/Language Arts Coordinators, 1 per 200 teachers ($15,000 x 50)	750,000		825,000		907,500		998,250		1,098,075	
Fringe Benefits (1% of Personnel Services)	7,500		8,250		9,075		9,982		10,980	
		757,500		833,250		916,575		1,008,232		1,109,055
Other Projected Costs										
Current Expenses[1] - based on employment dates	309,210		428,790		428,790		428,790		428,790	
Curriculum Council Concept[2]	250,000		250,000		250,000		250,000		250,000	
Continuing Education Implementation[3]	500,000		500,000		500,000		500,000		500,000	
School Reorganizational Patterning[4]	2,420,000		3,042,500		500,000					
County Instructional Materials[5]	750,000									
Demonstration Projects[6]	75,000		75,000		75,000		75,000		75,000	
		4,304,210		4,296,290		1,753,790		1,253,790		1,253,790
TOTAL Personnel Services		1,400,163		1,540,179		1,694,197		1,862,616		2,049,978
Other Projected Costs		4,304,210		4,296,290		1,753,790		1,253,790		1,253,790
GRAND TOTAL		5,704,373		5,836,469		3,447,987		3,116,406		3,303,768

BUDGET FOOTNOTES

Current Expenses[1]	FY77	FY78-81
Office Supplies 14 offices @$250 each	3,550	3,550
Educational Materials 2 State and 28 Regional persons @$500	15,000	15,000
Phone and Postage 18 lines @$30/line/month plus long distance and postage	12,000	12,000
Travel 4 Regional persons @$77/week each plus estimated conference expenses ($3,984)	20,000	20,000
24 Regional persons @$47/week plus estimated conference expenses ($12,292)	41,620 (26 weeks)	83,240
3 State persons @$2,000 (1 for 6 months in FY77)	5,000	6,000
Consultant travel 10 days x 8 regions @$100	8,000	8,000
Printing $250 x 8 regions	2,000	2,000
Consultant Contracts 10 days x 8 regions @$100	8,000	8,000
Office Rental (includes utilities and custodial service) 100 square feet/person @$5 square foot 34 persons - 6 months FY77 10 persons - 12 months FY77 44 persons - 12 months FY78	162,000	264,000
Office Equipment 14 Offices @$2,288.57	32,040	7,000
Total Current Expenses	$309,210	$428,790
Curriculum Council Concept[2]	$250,000	

Provide approximately 110 man days per county to facilitate program planning, development and evaluation. Average salary $41.50/day x 55 counties x 10 per committee.

Continuing Education Implementation[3] $500,000

Provide a stipend of $100 for teachers participating in State Department of Education approved continuing education programs.

School Reorganizational Patterning[4] 2,420,000

Allocation of $11 per student to each county (based on approximately 220,000 students K-6).

Potential of providing 6 days of released time per year for each teacher (based on approximately 9,200 teachers K-6).

County Instructional Materials[5] 750,000

Allocation of approximately $3.40 per student, K-6 (based on approximately 220,000 students).

Demonstration Projects[6] 75,000

Funds provided for special projects developed by counties and/or regions (8 regions x $9,375).

Funds distributed on the basis of projects approved by the State Department of Education.

ASSISTANT DIRECTOR FOR BASIC SKILLS DEVELOPMENT

CRITERIA FOR SELECTION:

- Competency in reading and the other basic communication skills.
- Philosophy of coordinated developmental reading and other basic communication skills program.
- Competency in organizing and administering program.
- Competency in working with staff to accomplish objectives (supervisory techniques).
- Competency in communicating both orally and in written form.
- Competency in assessing needs and designing program.
- Graduate level preparation - terminal degree with specialization in reading.
- Minimum of five years teaching and/or administrative experience.

DUTIES AND RESPONSIBILITIES:

- Recommend staff personnel for hiring.
- Appoint committees and designate tasks.
- Budget preparation and monitoring.
- Administer State reading and basic skills instructional program.
- Organize staff to carry out mandate.
- Direct services of personnel involved.
- Direct development and implementation of State Plan.

MONITORING AND EVALUATION SPECIALIST

CRITERIA FOR SELECTION:

- Graduate level degree with training in assessment, evaluation, and research.
- Experience in the application of assessment, evaluation, and research techniques.

  Competency in collecting, analyzing and reporting
  Competency in relating findings to program objectives
  Competency in preparing narrative of the findings

DUTIES AND RESPONSIBILITIES:

- Coordinate and facilitate assessment, evaluation and research related to the Reading/Basic Communication Skills project.
- Develop preliminary design for assessment and evaluation instruments.
- Develop procedures for and coordinate the collection of data.
- Develop procedures for processing data.
- Coordinate data processing activities.
- Assist in determination of necessary statistical techniques.
- Analyze the statistical results and coordinate interpretation of data.
- Translate interpretation into appropriate reports for dissemination.
- Assist administrators and teachers in the revision of reading programs based on reported findings.

CONTINUING EDUCATION SPECIALIST

CRITERIA FOR SELECTION:

- Must hold a Masters Degree with specializations in reading/language arts. A doctorate or performance equivalent is preferred.
- Must have educational experience at the public school and college/university levels which includes emphases in coordinated developmental reading and other basic communication skills programs.
- Competency to communicate, perform, and organize for teachers prevailing practices of training related to a coordinated developmental reading instructional philosophy.
- Must possess the leadership ability to affect coordination between bureau divisions and interface the functions of subject matter specializations and the training/retraining of personnel within the specializations.
- Competencies to model communication skills congruent with those identified in the State reading and basic communication skills project, facilitate positive staff relationships with all levels of educational personnel, and apply appropriate research and evaluation designs to objectives and activities related to continuing education in terms of reading and basic communication skills are desirable.

DUTIES AND RESPONSIBILITIES:

- Develop and coordinate in concert with the Division of Professional Development Systems a systematic continuing education program for personnel teaching reading and the other basic communication skills.
- Coordinate the implementation of the systematic continuing education program within counties, regions, and the State.
- Assess pre- and inservice instructional strategies and teacher competencies in the teaching of reading and the other basic communication skills.
- Assist in the establishing of a competency-based approach for certification of educational personnel.
- Participate in the formulation of standards for teacher preparation programs and certification requirements related to the State reading project.
- Assist in the coordination and monitoring of teacher preparation programs in reading.
- Collect, evaluate, and disseminate information concerning teacher preparation and continuing education activities related to the State reading project.
- Coordinate the training/retraining of educational personnel in terms of reading and the other basic communication skills within the Statewide continuing education program.

- Encourage and facilitate experimental programs for training/retraining educational personnel in reading and the other basic communication skills.

- Evaluate the implementation of the continuing education components within the reading project in terms of its original goals, objectives, and activities.

- Provide liaison between the West Virginia Department of Education, the Bureau of Learning Systems and related county, regional, and State agencies including institutions of higher education.

REGIONAL COORDINATORS

CRITERIA FOR SELECTION:

- Graduate degree with specialization in reading and language arts with competencies in carrying out a developmental program in reading and the other basic communication skills.
- Competency in diagnostic and remedial procedures in matching instructional materials and techniques to student needs.
- Competency in supervising and working cooperatively with staff.
- Competency in organizing and directing inservice programs.
- Competency in oral and written communication.

DUTIES AND RESPONSIBILITIES:

- Coordinate the mandated program objectives in the assigned regions.
- Assist regional teams in developing program and carrying out the mandated objectives.
- Assist in selecting and providing resource people to carry out inservice and other teacher preparation programs.
- Assist in implementing the continuing education program improvement in instruction in reading and the other basic communication skills.

READING PROGRAM SPECIALISTS

CRITERIA FOR SELECTION:

- Graduate level degree with specialization in reading and language arts.
- Philosophy of a coordinated developmental program in reading and the other basic communication skills.
- Competency in instruction utilizing adopted textbooks with adaptation to a program of identified reading and the other basic communication skill development competencies.
- Knowledge of the availability, evaluation, selection, and utilization of teaching equipment.
- Expertise in developing teacher made materials for reinforcement and supplementation of reading and the other basic communication skills.
- Competency in evaluation of instructional methods and techniques as to effectiveness in achieving success in mastery of basic skills in reading and the other basic communication skills.
- Knowledge of available tests for identifying specific problems with competency in selection and utilization of materials for remediation of specific problems in reading and the other basic communication skills.
- Competency in item analysis of standardized tests and utilization of test information for program improvement.
- Competency in utilizing clinical techniques for students with specific learning problems in reading and the other basic communication skills.
- Competency in organization and management techniques in utilization of staff, classroom grouping for instruction, school and classroom schedules, school and classroom organizational patterns, use of materials and equipment, and in developing programs for staff development in reading and the other basic communication skills.
- Competency in planning and conducting inservice programs related to reading and the other basic communication skills.
- Competency in working with people in a cooperative endeavor adapting knowledge to the local situation.

DUTIES AND RESPONSIBILITIES:

- Exert leadership in carrying out the mandated reading and basic communications skills program goals within the assigned region.
- Work cooperatively with the Regional Coordinator, other Regional Team Specialists and county school coordinators to facilitate the coordinated developmental reading and the other basic communication skills program.

- Assist county school personnel with selection of materials and equipment for reinforcement and supplementation of instruction in reading and the other basic communication skill instructional programs.

- Assist in evaluation of instructional programs as to the effectiveness in promoting mastery of reading and the other basic communication skills.

- Assist in selection of appropriate tests to identify specific problems in reading and the other basic communication skills.

- Recommend materials and techniques for utilization for remediation of problems identified through appropriate test evaluation.

- Assist in item analysis of standardized tests with emphasis on the use of information for program improvement.

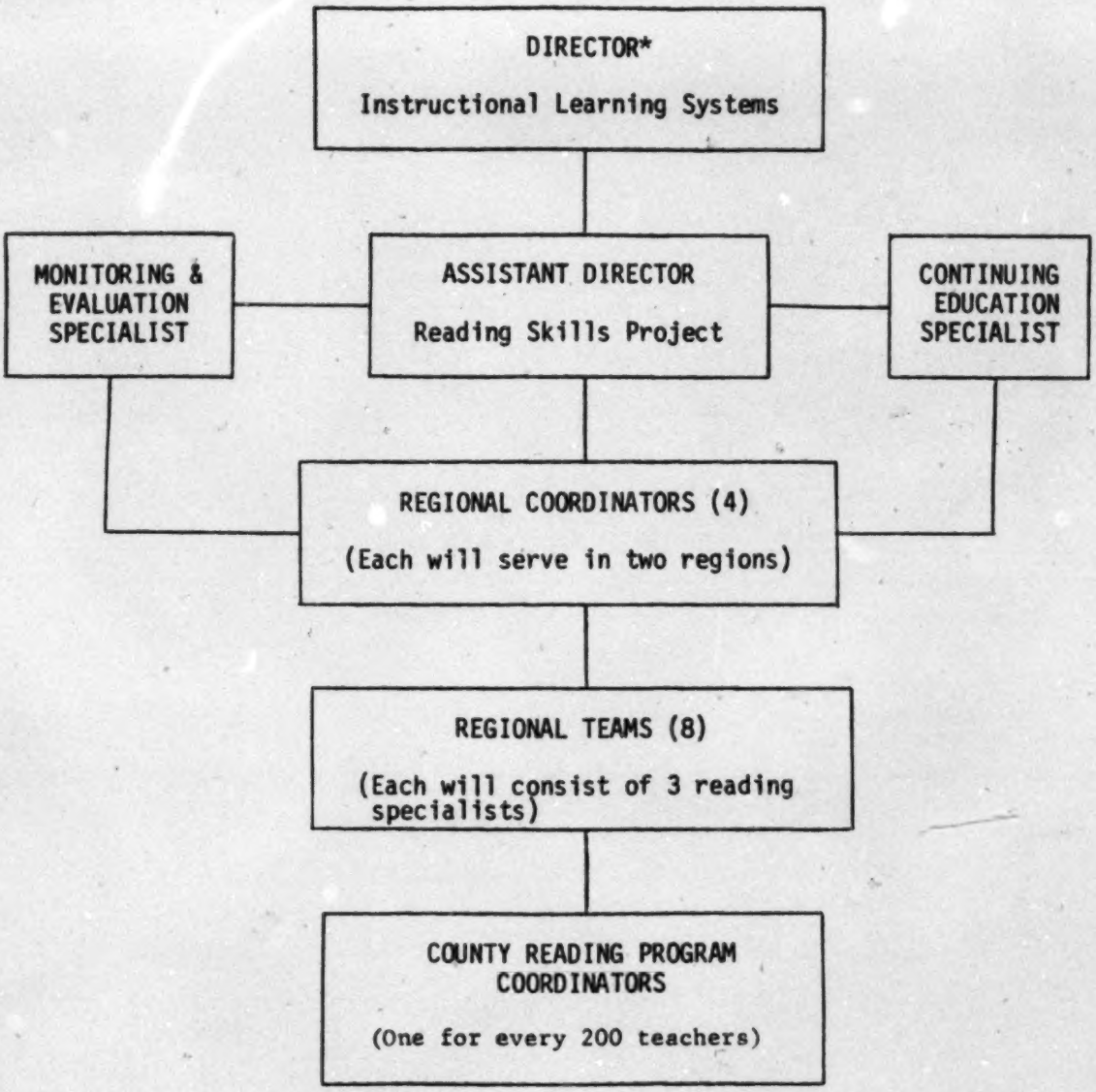
- Assist in utilization of clinical techniques for students with specific learning problems in reading and the other basic communication skills.

- Assist with staff development in county schools related to school and classroom grouping patterns, school and classroom schedules, selection and utilization of materials and equipment, instructional methods and techniques, evaluation techniques and other facets of an effective developmental instructional program in reading and the other basic communication skills.

- Assist the Reading and Planning Specialists in evaluation of programs. The Reading Specialist designated as team leader will assume responsibility for coordinating all team efforts, communicating with the Regional Coordinator, and communication with county school personnel.

- Direct efforts toward improvement of teacher competency in teaching of reading and the other basic communication skills.

WEST VIRGINIA DEPARTMENT OF EDUCATION
READING AND BASIC COMMUNICATION SKILLS PROJECT
ORGANIZATIONAL CHART OF INTRA-BUREAU RELATIONSHIPS



*Director: This position is a part of the present organization within the Bureau of Learning Systems. The Director will be responsible for the staff assigned to the Reading Skills Project.

OUTCOMES

1. Designation of Reading as a Priority

2. State Accomplishments

   a. State Plan of Action
   b. Improved Communication, Coordination, and Monitoring of all Reading Activities
   c. State Reading Personnel
   d. Student Reading Competencies
   e. Redirection of State Mandated Subject Matter Requirements
   f. Continuing Education Plan
   g. Comprehensive Research Designs
   h. Revision of Teacher Preparation Standards
   i. Parent Education Program Designs

3. Regional Accomplishments

   a. Regional Plan of Action
   b. Regional Program Specialists
   c. Consultative Services to Counties
   d. Curriculum Council

4. Local Accomplishments

   a. County and School Plans of Action
   b. Reading/Language Arts Coordinators
   c. Curriculum Council
   d. Continuing Education Plan
   e. Supervising Principals
   f. Teacher Released Planning Time
   g. Parent Education Program
   h. Demonstration Projects
   i. Reading Material Acquisition
   j. Annual Reading Achievement, Data Analysis and Program Planning

If the implementation procedures for each objective herein stated are effected during the timeframe recommended by the Reading Achievement Task Force, the following results will be achieved:

1. 1977 - mean reading achievement scores will remain constant as compared to 1976 scores.
2. 1979 - third grade mean reading achievement scores will be at National norm.
3. 1982 - sixth grade mean reading achievement scores will be at National norm.
4. 1985 - ninth grade mean reading achievement scores will be at National norm.
5. Pupil reading achievement scores will show statistically significant improvement each year after 1977 in terms of reading competencies mastered.